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Department of English

*Adopting Songs to motivate 3rd Year Middle School Pupils in
Algeria*

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Master Degree in Didactics of Foreign Languages

Student: Tamazouzt Bouzidi **Supervisor:** Dr. Fadhila Aliouchouche-KACI

Members of the jury:

President : Linda Khenoune

Examiner: Sonia Imerzoukene

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Dedication

*In memory of my beloved father Ali and my husband Hamache who taught me
the value of School, and Instruction*

To my lovely kids : Yidir and Mazigh

To my mother Malika, and to all my relatives

*To my friends and colleagues especially Malika Ahbab, Djillali Kemiche,
Adel Chaabna, and Cerine Astouati.*

*The function of education is to teach
one to think intensively and to think
critically. Intelligence plus character that
is the goal of true education.*

Martin Luther King, Jr.

Tamazouzt



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“Attitude is more important than the past, than education, than money, than circumstances, than what people do or say. It is more important than appearance, giftedness, or skill.”

[Charles R. Swindoll](#)

Abstract

The current study is an attempt to examine the impact of integrating songs in teaching English as a foreign language in a pedagogical perspective. In other words, this work tries to show the effectiveness of teaching and learning English with songs, and the motivating effects of song-based approach on pupils of middle school classes. The research is conducted through a quasi-experimental method, besides, a pre and post-questionnaire is used as a research instrument in order to collect necessary data to answer our research questions and test our hypothesis. The population of the study is 3rd year pupils from 1 Novembre 54 Middle school in the area of Ouzellaguen Bejaia. As far as the sample is concerned, two groups are randomly selected and assigned to an experimental and a control group. For the first group, songs are used in the classroom while for the control group they are not. The final results of the study reveal the importance of integrating songs in EFL classes as a motivational strategy. The answers provided by the participants in the post-questionnaire confirm our hypothesis since the participants show enthusiasm towards learning English through songs. Moreover, the results obtained through the post-test support the effectiveness of using songs in EFL classes.

Key-terms

Middle school pupils, songs, motivation, learning English as a foreign language.

List of abbreviations

EEG: ElectroEncephaloGraphy

EFL: English as a Foreign Language.

IQ: Intelligence Quotient

EPI: English Proficiency Index

FL: Foreign Language

ICTS: Information and Communication Technologies

L2: Second Language

LC: Listening Comprehension

SDT: Self-Determination Theory

TL: Target Language

ADHD: attention deficit, hyperactivity disorder

SPSS: Statistical Package for the Social Sciences

List of Tables

Tableau 1: McClelland's Motivating Drivers (The achieving Society, 1961	15
Table 2:Pre- and post-tests scores representation	45
Table 3 : Number of handed and returned questionnaire sheets	48
Table 4: Age distribution.....	48
Table 5: Gender	48
Table 6: Pupils attitude towards English classes.....	49
Table 7: Degree of enjoyment.....	49
Table 8: Difficulties in learning English	49
Table 9: Types of difficulties	50
Table 10: useful Strategies	50
Table 11: Motivators to learning.....	50
Table 12: Pupils' attitude towards songs.....	51
Table 13: Frequency of song practice	51
Table 14: Using songs and skills.....	51
Table 15: Using songs in task processing	52
Table 16: Kinds of songs.....	52
Table 17: Song selection	52
Table 18: Songs help progress	53
Table 19: Progress with songs.....	53

Table 20: Songs contribution to learning English	53
Table 21: Feelings towards songs	54
Table 22: Understanding with songs	54
Table 23: Songs improve motivation	55
Table 24: Evaluation of learning with songs	55
Table 25: Number of handed and returned questionnaire sheets	57
Table 28: Types of difficulties	58
Table 32: Progress with songs	60
Table 37: Evaluation of learning with songs	62

Table of contents

Dedication	
Acknowledgements	
Abstract	
List of abbreviations	
List of tables	
Table of content	

chapter one : Literature Review

section one : An overview of Motivation in the Teaching/Learning process

Introduction	1
1. Research Problem.....	2
2. Research aims:.....	4
3. Research questions:	4
4. Hypothesis	4
5. Research Design	4
6. Data collection Tool	5
7. Population and Sample.....	5
8. Significance of the study	5
9. Structure of the dissertation.....	6
Introduction	7
I.1. Definition of motivation	9
I.2. Theories of Motivation in Psychology	10
I.2.1. Maslow's Hierarchy of Human Needs	13
I.2.2. Achievement Motivation Theory-Learned Needs Theory.	15
I.2.3. Self-determination Theory-SDT.....	16
I.2.4. Social Motivation Theory.....	17
I.3. Types of motivation	18
I.3.1. Intrinsic motivation	18

I.3.2.EXtrinsic motivation	19
I.4.Factors affecting motivation	20
Conclusion.....	24

section two: Songs in EFL Classrooms

Introduction	25
II.1. Definition of Songs.....	26
II.2. Songs in the EFL Context.....	27
II.2.1. The importance of using songs in the EFL Context.....	29
II.2.2.Advantages for using Songs in Teaching English	30
II.3. The role of Songs in fostering Learners' Motivation	34
II.3.1. Criteria for song selection.....	38
II.4. Drawbacks of using songs in EFL Classrooms	39
Conclusion.....	40

chapter Two: Research Design and Analysis of the Collected Data

Introduction	41
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section one : Research Design and Methodology

III.1.Research setting.....	42
III.1.1.Sample and Population	42
III.2. Research Variables	43
III.3. Data Collection Procedure.....	43
III.3.2. Analysis and Discussion of the Pre-and Post-Tests	44
III.3.3. Pre-questionnaire	46
III.3.3.1. Aim of the Pupils' Pre-questionnaire.....	46
III.3.3.2.Description of the Pupils' Pre-questionnaire	46
Section 2: Results and Discussion	48
III.4.3.3. Analysis and Discussion of the Pupils' Pre-questionnaire	48

III.4.3.4. Discussion of the Pre-questionnaire results	56
III.4.4. Post-questionnaire	56
III.4.4.1. Aim of the Post-questionnaire.....	57
III.4.4.2. Description of the Pupils' Post-questionnaire.....	57
III.4.4.3. Analysis and Discussion of the Post-questionnaire	57
III.4.4. Discussion and Analysis of the Results: comparing between the pre and the post-questionnaire.....	63
Conclusion.....	64

Section Two: Implications, Limitations and Suggestions for Further Research

IV.1. Implications and limitations	65
IV.2. Suggestions for Further Research	66
Conclusion.....	66
General Conclusion	68
Bibliography.....	72
Appendices	78



General Introduction

'Motivation is, without question, the most complex and challenging issue facing teachers today.'

(Scheidecker and Freeman 1999:116)

Introduction

In the last decades, there is a need to think of ways and strategies to adopt in order to teach and learn a foreign language . For Elio Jesus Cruz , Rondon in his study “Understanding the Role of Teaching Materials in a Beginners’ Level English as a Foreign Language Course ”(2016 p. N.P), “ using adequate and appropriate materials may help in facilitating the teaching and learning processes. Teaching music engages the whole learner physically, emotionally, cognitively and socially”. Moreover, using songs may motivate pupils to learn the target language since these later contribute in creating a relaxed atmosphere needed for a fruitful learning experience.

Traditional pop songs of diverse styles as country, rock , jazz , blues , reggae, folk etc....may be good motivators and stimuli to an enjoyable and effective learning.

However, it is crucial to define the type of songs and music to use as a learning tool. Adults as children love singing because ,as Schoepp (2001p.) assumes ,songs are directly linked to effective factors like feelings ,emotions ,anxiety ,frustrations ,motivations and confidence ,and understanding these feelings would enable us to know why and how songs can help students learn and speak English (Lin,2000).

Songs were introduced to education with the movement of Communicative- based Teaching and Learning , in the late 60’s and mid 70’s.This approach developed date and place later on in the history of language teaching and learning . CBA . is based on the idea that learning a language successfully comes through communicating real meaning. Communicative Approach came to help students grasp how to use target language to communicate appropriately, fluently, and effectively by being more concerned with students' initiative and interaction rather than simply with teacher-centered direction. Thus, the aim of the Communicative Approach is to improve student’s communicative competence, which is

widely accepted to consist of grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Kachru, 1989; Koike and Tanaka, (1995)

1. Research Problem

The last decades, most of EFL teachers were complaining of lack of interest and abdication amid EFL learners when learning English .The problem is intensifying more and more and is gaining complication around many Algerian school grades and levels.

As EFL teacher ourselves, we are usually confronted with such a phenomenon which can yet be observed especially in speaking and writing sessions. Learners' behavior in English classes and their decreasing school results bear witness to the importance of the phenomenon.

According to the investigation (The Mastery of English in the World. Why are Algerians lagging behind?,2018, NP) Flora Stiène reports that “Algeria is classified 81st / 88 country on the scale of the EPI (English Proficiency Index).She assumes that this is due to many factors such as:

1 -The Algerian Government lack of commitment set priority to form true bilingual or trilingual learners (students)after graduation .She says:” Il n’y a pas encore une volonté assez forte de former des bilingues ou des trilingues à la sortie de l’école”.

2-The Algerian kid starts English classes at a later age (10) so, there’s no systematic English teaching at primary schools which denies the learners quick language learning improvement. She asserts that “the earlier we learn English, the better we master it.”

She goes further to explain lack

of interest in EFL language learning classes in Algeria by:

a) Unupdated programs , inadequate teaching and learning methods and techniques ”

English classes in Algeria are based on writing and rote learning. She gives the example of EFL Algeria Students who received a learning process which method was rote-learning based for the most essential of grammar, and vocabulary, the thing that is

far from achieving communication competence of everyday spoken English. She adds “ This Grammar-based system of learning does not allow outside class speaking and communication.”

- b) Outdated programs and techniques of teaching. Flora Stiène says: “English learning practice is increasingly based on new supports like ICT’s use as electronics”.
- c) English and French in direct competition. According to William F. Mackey, 1973 and Weber G.1999,P.14 -15) in “The World’s 10 Most Influential Languages.” They argued that there are indicators that could be used to measure the strength of a language and its international standing. To them, the emphasis is often political, descriptive, or comparative, and these are some factors for instance indicating a language power :

- Number of speakers (demographics).
- Geographical dispersion (establishment in different regions of the world).
- Mobility (tourism).
- Ideological indicator(religions of universal appeal, and political ideologies of the same type).
- Cultural factor (publishing of books and so on).

If applied to French and English languages, these factors definitely determine the French language supremacy in Algeria.

To sum up, EFL learning lack of motivation is a multi dimensional issue resulting from a long time inadequate learning practices, old-fashioned methods and obsolete techniques. Thus, there is an urgent need to remedy to this prevailing situation, and, introducing songs as a teaching material among the existing learning

strategies may hopefully pave the way to new teaching and learning practices which will in turn rehabilitate interest in language learning and motivating learning among EFL learners.

2. Research aims:

The present research proposal examines how to solve the problem of pupils' lack of interest in English classes in Algeria. Besides, it aims at helping Algerian teachers increasing their pupils' motivation and enthusiasm in learning English through the use of songs.

3. Research questions:

The present research is guided by the following research questions:

- How can songs contribute to improve learning in EFL classes?
- Can songs generate more motivation among middle school pupils?
- Is there a significant increase in outcomes when using songs in EFL classrooms?

4. Hypothesis

Investigation throughout this provided arguments for the research hypothesis that can be formulated as follows:

Teaching English as a foreign language through song-based activities would increase motivation among EFL learners and arose their interest to engage in EFL classes.

5. Research Design

Because the main purpose of this study is to explore the impact of using songs on pupils' motivation to learn English, we opted for a quasi-experimental research method. This design involves two groups randomly selected and assigned to an experimental and a control group. The experimental group received the treatment: i.e using songs in their courses of English,

while the control group did not receive any treatment, the courses were conducted in a traditional way relying on the official program and textbook.

6. Data collection Tool

To gather the necessary data to test our hypothesis, we relied on:

A questionnaire:

- A pre questionnaire designed for the population under investigation
- A post-questionnaire : designed for the participants in the experimental group
- A pre-test and post-test administered for both the experimental and control group before and after the experimental phase.

7. Population and Sample

The population of our research is third year middle school pupils at 1 Novembre 54 Middle school in the area of Ouzellaguen during the academic year 2018/2019. The sample consists of two groups randomly chosen and assigned as experimental and control groups.

8. Significance of the study

We believe that song-based approach may be a pertinent topic which is worth study since it may prove to be useful in teaching and learning English as a foreign language in order to achieve motivation among English learners. It can result in an efficient and positive learning outcome in a funny relaxed classroom environment;

- 1- Listening to songs may help learners build their personalities and identities thanks to the psychological effects of songs.
- 2- Our study may contribute to show how efficient is to teach English with songs in an Arabic, and French dominant educational environment.

9. Structure of the dissertation

Our research is divided into two main chapters:

- Chapter one starts with a general introduction of the topic under study. The chapter deals with the theoretical background of the study, it is divided into two sections. It deals with the two variables of the study, namely motivation and the use of songs in an EFL context.
- Chapter two represents the practical part of the present research work. It includes the methodology, the research instruments, the results and the discussion of these results. It also sheds light on the limitations of the study, some implications and suggestions for further research.
- The dissertation ends with a general conclusion which summarizes findings of the study and answers the research questions.



Chapter one

Literature Review

Chapter one: Literature Review

Section one: An overview of Motivation in the Teaching/ Learning process

Introduction

According to our experience, the process of teaching and learning a language is a hard task for both teachers and learners. The challenge with teaching English to children or adults resides in how to gain and prop up learners' interest all along with the process of learning .So the teacher innovates and creates to keep the learners focused and concentrated by increasing their curiosity and their motivation to attain success and achieve goals. According to (C.f. Brown, 1987 and Burstall, 1975), motivation has undergone lots of changes during the course of time, since 1880. It first was investigated late 19th century, only thirty years ago, when it started to interest scientists in a psychological and educational concern, by questioning “Why people do What they do?”

The term motivation comes from Latin “movere” which means “move” ”the process that accounts for an individual's intensity ,direction and persistence of effort toward attaining a goal .The individual feels need and necessity to go for action, in a manner that it urges him, guides him, and propels him along to satisfy his goal(s). Thus, people's behavior is determined by what motives them; their product results from cognitive ability and motivation” (cf. Brown, 1987 and Burnstall, 1975).

Motive is what guides and monitors our actions, it impacts and shapes the whole world around us .It is a recurrent concern for a goal state ,based on natural incentive ;an internal reinforcement that energizes, orients ,and selects behavior(Salman Aziz,2004).

In foreign language learning ,motivation in formal EFL classroom contexts compels us to focus on the topic, taking into account the main factors in the teaching-learning process of

the FL or the L2, namely, the learner ,the teacher ,the curriculum, and the teaching -learning processes which develop when implementing it.

Reasons for Motivation

Gardner's and Lambert (1972) work on motivation in EFL classes have shown how pertinent it is to keep children always motivated when learning .First, because motivation maintains and improves persistent effort, then, because it encourages initiative , and develops cognitive processing skills (critical judgment, analytical thinking, abstraction and conceptualization.) Finally, because it improves inclusively overall performance. Andrea Garcia (2013) agrees that motivation is fundamental in the classroom learning process and that it plays a major role in teaching and learning a Language, especially a foreign language .It is the impulse that brings the learner to carry out effort to achieve and pursue successful outcomes.

Angela Lee Duckwort, et al (2011) declared that “ while Intellectual Quotient (I.Q) is a main factor in the acquisition of the basic concepts that people learn earlier in school in the field of mathematics ,motivation becomes necessary for the development of this skill (math)” .When the student feels competent , he is systematically motivated to learn and use the skills ; explaining , analyzing ,synthesizing , connecting prerequisites to other learning materials while avoiding rote learning and memorization..”

The Role of the Teacher in motivating learners

The teacher helps to shape the child's personality by controlling learner's motivation in the classroom .The teacher's behavior as well as class organization cause changes in the learner's motivation (Cf. B. , Alonso Tapia and Caturla Fitos,1996, pp.321-322).They postulate that the teacher's conduct towards the learners, especially with those with lower

motivation ,the nature of his relationships with them, his attention and care will give them a sense of control over learning .Teacher’s continuous positive feedback ,approval and reinforcement, behave as an incentive to make the learners feel enthusiastic ,valued ,and confident enough to take in charge their own learning . We can deduce that an individual is motivated in a certain way when he pays attention to something and spends a considerable period of time with it. So, choice and persistence are indicators of motivation.”(C.F. Brown, Alonso Tapia, 1996).

I.1.Definition of motivation

Scholars argue that little is known about motivation. For them, motivation is a multi-facet area which remains complex and difficult to approach (C.F. Brown, 1987 and Burnstall, 1975, n.p).As a result, there is no single definition of motivation, whatever, some approximations share some principles about this issue when others differ partly or wholly about it .

Dorneyei (1998,p.117) declares that,” Although motivation is a term frequently used in educational and research contexts, it is rather surprising how little agreement one can find in the literature of motivation with regard to the exact meaning of the concept.” He adds in (2005,n.p),”during 1959-1990, a new insight toward language learning has shifted main implications of traditional and educational point of view .From a theoretical view point, we can say that focus on individual –which was the main emphasis in traditional motivation-research, has shifted into considering between first and second language communities.”

From an educational point of view , Gardner and Lambert(1972)claimed that “foreign or second language learning is not free from the effects of socio-cultural factors such as language attitudes ,cultural stereotype and geopolitical considerations “ (1994,cited in Dorneyi,2005).

C .F. Brown (1987) and Burnstall, 1975,p.221) argue that the term motivation is usually defined by psychologists as “the set of processes which involve the arousal ,direction ,and sustaining of behavior(conduct).It is employed to indicate ,for instance ,a subject’s persistence and his/her pervasive work on certain tasks and not on other activities”(The power of the FL teacher ‘s motivational strategies, 2002).

Gardner asserts that motivation is ”a combination of effort and desire to obtain the aim of learning a language as well as positive attitudes towards learning the language.”

According to Gardner and Lambert (1972, p.12) motivation is important for the learners to develop their skills .The context pushes the students to interact with other people to have friendships and increase knowledge.

Madrid , (1999,p.321) ,assumes that “we should be aware of the limitations and problems of the word “motivation” when we employ it. Because it is an abstracted concept, that a person’s motivation cannot be observed directly and that all that can be seen is the person’s behavior. It is something inside the individual in which he acts reciprocally with his environment... we often seek to explain why individuals behave in a specific manner, although in fact, we can only describe their behavior when they act ...with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli”

I.2.Theories of Motivation in Psychology

Several theories of L2 acquisition have acknowledged the importance of motivation. Crashen’s Monitor Theory,(1981) and the affective Filter Hypothesis highlight ,based on the significance of emotions and motivation , as key elements which control and affect language acquisition processes (Dulay ,Burt and Krashen,1982 , n. p).They argued that ”When a student is exposed to a new language ,the first internal hurdles are posed by the individual’s

emotional state and motivation...filtering sources are the individual anxiety levels ,peer identification ,and general motivation to learn a language .Together, they make up the affective filter which acts to control entry to further mental processing.”

Carroll, John B’s Conscious Reinforcement model (1981, n.p) explains that using reinforcement as a powerful resource of motivation hastens learning through consecutive habit formation: “... reinforcement involves an accession to a person’s perception of the appropriateness and fitness of the behavior to a specific context” (Gardner ,1985). Reinforcement increases the possibility that the response be repeated in same situations and become habitual, and provides information on the usefulness of the responses in the situations in which they are used.

In Bialystok’s model (1978,p.69-83,p. 383) on the role of strategies in second language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge into more intuitive ,spontaneous ,and automatic implicit linguistic knowledge. Such a transformation is intensified in motivated subjects ,as they seek out more communicative situations in which the learner can participate.

In turn, Schumann’s (1978a,1978b,p.137-138-139) in his Acculturation Model Theory, proposed to describe the acquisition process of a second language(L2) by members of ethnic minorities that typically include immigrants ,migrant workers or the children of such groups. The process of acculturation defined by Brown as the “process of being adapted to a new culture which implies a new orientation of thinking and feeling on the part of an L2 learner towards the target language.” According to Brown , as culture is an integral part of the human being, the process of acculturation takes a deeper turn when the issue of language is brought on the scene. Schumann built his theory on two distinct sets of factors: social and psychological. He asserts that the degree to which the second –language learners acculturate (assimilate to a different culture and typically the dominant one) themselves towards the

target language (TL) community, generally depends on social and psychological factors ;and two sorts of factors will determine respectively the level of social distance an L2 psychological distance an L2 learner is having in course of his learning of the target-language. Social distance concerns the extent to which individual learners can identify themselves with members of TL group and, thereby, can achieve contact with them. Psychological distance is the extent to which learners are at ease with their target-language learning task .Shumann identifies social dominance, integration pattern ,enclosure ,size fact ,cohesiveness , cultural congruence , attitude factor ,intended length of residence ,which influence social distance .Whereas psychological distance is impacted by motivation , attitude and culture shock. Thus, the competence in L2 is determined by social and emotional factors. Among the most relevant social factors, Schumann cites motivation; he defines as “the reasons the learner has to try to learn the L2. (Shumann,1978)”

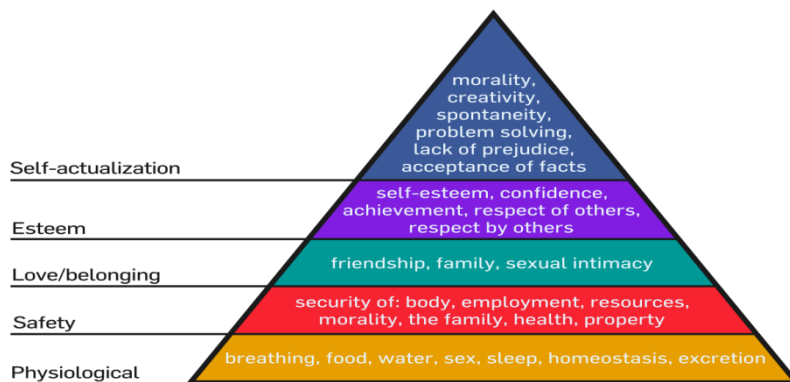
Many other theatrical doctrines arouse due to the complexity and multiple dimensions of the construct of motivation. Self-efficacy theory (Bandura, 1977, 1986, 1997), control theory(Edward Routh in 1874, Charles Sturm,and in 1895Adolf Hurwitz), and expectancy-value model, or Task-value theory in mathematics(Eccles et al., 1983, Wigfield and Eccles, 2000))all have attempted to explain the word “motivation” and what really “motivates” a human being when he thinks and behaves, in a particular way, to seek knowledge or gain any satisfaction particularly inside a classroom.

In educational psychology, we focus on those theories which deal with motivation in learning rather than behavior .These theories spotlight on the role of cognition and cognitive processes which are main factors affecting our actions .These theories are classified into three main categories:

I.2.1. Maslow's Hierarchy of Human Needs

Abraham Maslow's Hierarchy of Needs is a popular theory that is widely referred to in educational circles. In his investigation of motivation (1943, p. 375). Maslow wanted to know what drives people to achieve some given needs. He suggested that there is a set of motivating factors with no link to reward or senseless (conscious) desires, that individuals need to satisfy and attain, before they meet their full potential, and the next higher need to be activated. He stated that people are motivated to achieve some needs, and when one need is satisfied, they move on and seek to accomplish the next one, and so on...

The most popular version is his (1943-1954) hierarchy of needs including five motivational needs (factors), represented in hierarchical levels within a pyramid:



Basic needs (physiological needs)- incite people when they are unmet (unsatisfied), those a person did not manage or succeed to satisfy yet, ,as the need to eat, sleep,... a person must fulfill them in order to feel good and comfortable .The need(desire)to satisfy these needs will become stronger, as long as they are denied .E.g. .the longer a person remains without food ,the more they will be hungry .So, Maslow classified them into 2 groups :Lower or Basic needs and Higher or Growth needs.

“Lower level needs are met before processing higher level needs, also called Self-actualization (1987, p. 69.” Moving towards self-actualization for Maslow is gifted to each individual, but up progress to attain, it is often interrupted by failure to meet lower level

needs. Experiences, like parents' divorce, loss, death, poor working and living conditions, etc, may be a factor to fluctuate and disrupt between levels of hierarchy. The result is that only few people achieve self-actualization. Self-actualized people tend to incorporate more basic or growth values than those at lower level. Besides, our society rewards that motivation primarily based on self-esteem, love and other social needs.

Maslow's pyramid extended five stages model of needs(1970a,1970b,n. p). It included:

1- Biological and physiological needs- those vital needs as air, food, drink, shelter, warmth, sex, sleep.

2- Safety needs as protection from elements (rain, snowstorms, sun , wind,..),

Security order, law, limits, stability, freedom from fear,

3- Social needs- belongingness ,affection and love-from work group ,family and friends, romantic relationships, etc

4- Esteem needs as achievement ,mastery, independence ,status ,dominance ,prestige, responsibility ,etc

5- Cognitive needs-knowledge , meaning ,etc

6- Aesthetic needs-appreciation ,and searching for beauty ,balance, form,...

7- Self-actualization needs as helping others to achieve self-actualization.

For Abraham Maslow (1987, p. 69) behavior has a starting point which drivers and incentives guide. It also has a direction which leads (Figure1. McClelland's Motivating Drivers.) the individual toward the set goals, and it has also a stopping end, when the individual achieves the targeted outcomes. The behavior focuses on voluntary action which is under the control of a person ,it is not random , it has purposes and a direction (goals).

I.2.2. Achievement Motivation Theory-Learned Needs Theory.

In the early 60's, David McClelland (1961, p.117-118) identified three learned motivators that he thought all people share and that behave as incentives to their acts: A need for achievement, a need for affiliation, and a need for power. People develop specifics (components and features) according to their dominant motivator. He asserts that ,regardless of gender ,culture ,or age ,we all have three motivating drivers ,and one of these will be our dominant motivating driver .This dominant driver will be largely dependent on our culture and life experiences. He categorized and described these motivators as follows:

Dominant motivator	Characteristics of this person
Achievement	<ul style="list-style-type: none"> • Needs to set and accomplish challenging goals • Needs to take calculated risks to accomplish their goals • Needs of regular feedback • Needs to work alone
Affiliation	<ul style="list-style-type: none"> • Wants to belong to a group • Wants to be liked and often goes along with whatever the group wants to do • Favors collaboration over competition • Does not like high risk and uncertainty
Power Personal Power Institutional power	<ul style="list-style-type: none"> • Needs for control and influence • Needs to win arguments • Enjoys completion and winning • Enjoys status and recognition • Wants control over others • Wants to organize the effort of a team to further the group goals

Tableau 1: McClelland's Motivating Drivers (*The achieving Society, 1961*)

In Achievement Motivation Theory, people are predominantly motivated by achievement and success. They need challenging, but not impossible, high risk-tasks, or high-reward activities. They thrive on overcoming difficult problems or situations, keep engaged, and work very effectively either alone or with other high achievers. They are motivated by continuous provided feedback, fair and balanced appraisal because they want to know what they are doing right-and wrong- so that they can improve. Achievement implies avoiding failure and disappointment by engaging in less demanding effort activities, concentrating on passing rather than surpassing objectives in order to ensure success because it is a personal responsibility depending entirely on developing skills ,abilities and competencies(Atkinson &Raynor,1974, p.115-131).

I.2.3. Self-determination Theory-SDT

Self-determination, in social psychology, is another inclusive theory broad of human motivation and personality. It is constructed by Deci and Rayan(2016) for whom the concepts of basic or psychological needs of Competence, Relatedness, and Self-determination (autonomy) are motives to explain human engagement in some conduct .Self Determination Theory addresses issues like types of motivation: Intrinsic and Extrinsic Motivations which are central and defining features for human effort and persistence towards goal achievement. It claims that if these universal innate needs are met, people will optimally function and grow. To actualize their potential, the social environment needs to rear and foster these needs.

- 1- **Need for Competence** to seek to control the outcome and experience mastery
- 2- **Need for Relatedness** which is the desire to interchange and interact, be connected to, and experience caring for others.

3- **Need for Autonomy** (develop autonomy), another universal urge(need) to be causal agents (affective factor) in one's life and act in harmony with one's integrated self; however Deci and Vansteenkiste (2006) argued that even if learners produced deeper engagement in learning and higher persistence at learning activities, this does not mean that they are independent of others.

This theory posits that the type rather than amount of motivation is the most important predictor of outcome and that motivation is determined by the degree of satisfaction of the basic needs. Being motivated autonomously is associated with positive outcomes, such as enhanced well-being, improved learning and greater persistence.

E. Deci believes that rewarding children for a task to be done will usually cause it to be performed, but this is not an effective method for motivation to be established. Deci challenges traditional beliefs and shows that this method in fact, works against performance, because the best way to motivate people at school, at work or at home, is by supporting their sense of autonomy." When an individual is driven by autonomous motivation, they may feel self-directed and autonomous; when the individual is driven by controlled motivation, they may feel pressure to behave in a certain way, and thus, experience little to no autonomy (Ryan & Deci, 2008,n.p)".

I.2.4. Social Motivation Theory

In recent years, social motivation became, psychologically an important field for investigating human behavior in its relation to social components, economical, neuroscientific and biological dimensions that affect actions and conduct towards successful integration and goal satisfaction. Boumeister and Leary, (1995), argue that "the importance of social motives in everyday life is not surprising given that successful social interaction is corn stone of our remarkable evolutionary success as a species." Motivation is what drives individuals to do things together, and interaction, or social cooperation is an

important strategy .It is based on the idea that people have a motivation to engage and interact with other people to do actions and tasks that are important for human survival because they tend not to survive when they are on their own. Again, for Brown and Leary, (1995 p.499,)”The motivation or need to belong, for example, is certainly fundamental to human’s sociability and gregarious (sociability). The individual’s need for social contact, and the motivation for such contact is crucial to maintain a healthy sense of adjustment and a sense of identity .Man has this need to establish and perpetuate interpersonal relationships, which if unmet, can lead to devastating psychological disequilibrium.”

To sum up, social motivation is a strong impulse guiding human acts .If disrupted, would be a cause to downstream the development of social cognition which would disrupt social interest.

I.3.Types of motivation

Many theories contributed in the study of motivation and viewed this phenomenon from different perspectives .Content theories as Maslow’s needs hierarchy, and McClelland’s achievement motivation.

On the one hand, humanistic theorists consider the individual as a “wholeness” that is the inner force and phenomenological experience of people .On the other one, behaviorists support that people develop patterns of behavior and complex hierarchies of responses as a result of the affective component(stimuli)of their behavior. From these two views, motivation can be classified into two types:

I.3.1.Intrinsic motivation

(Richard M. Ryan and Edward L. Deci (1985,p.54,55) asserted that “ intrinsic motivation is an important construct (theory), reflecting the natural human propensity to learn and

assimilate .It refers to behavior that internal rewards drive .It refers to doing something because it is inherently interesting or enjoyable.”

Aristotle (350 B.C. part 1) came with evidence that “All men by nature desire to know.” For Aristotle, men are inquisitive minds, unduly curious in learning things .He is, in essence, the first to postulate an intrinsic motivation.

Woodworth developed a behavior-primacy theory between 1918 and 1958, in which he pointed out intrinsically-motivated behavior .He reported that behavior generates its own drive. Curiosity, self-assertion, and constructiveness provide the necessary energy for specific mechanisms or innate capacities .These last are subjects to modification through learning processes .Performance is the result of general motives affect ,but direction of the energy is due to good mechanisms for learning.

He asserted that “a person who dances well may be motivated by general motives, as self-assertion and constructiveness, but the direction in which energy from these motives is directed, would be due to good mechanisms for dancing.”

I.3.2.EXtrinsic motivation

Deci and Rayan (1985, p.54.55) assumed that “extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation which refers to doing something because it leads to a separable outcome.”

However, according to Deci and Rayan (1985), extrinsic motivation is “a drive to behave in certain ways that comes from external sources and results in external rewards .It is a construct that pertains whenever an activity is done to attain some separable outcome.”

In fact ,most of the individual’s actions are not intrinsically motivated .At adult age, freedom and emancipation are increasingly curtailed and reduced in extent by social demand,

roles ,and requirements that urge individuals to take responsibility for non-intrinsically interesting tasks .At school ,for instance ,Intrinsic motivation is weakening and lowering with each advancing grades .Some students feel less autonomous ,and consider the need to do homework only to attain the outcome of avoiding sanction or parents' punishment , when others engage in a task only for its instrumental value of getting a better job in the future (Deci & Rayan,1985,p.54-55).

To value and self-regulate tasks within the classroom ,teachers have to choose challenging and meaningful activities ,which appeal learners' curiosity to learn more ,in a climate of cooperation ,and friendly competition which brings satisfaction and valorization to the learners' work .Increasing recognition and continuous competence feedback increases learners' motivation ,too(Deci &Rayan,1985).

Dr. Robert Marzano (2010), pointed out how to engage the students efficiently in classroom activities. He stressed the importance of all the former factors in addition to tools and strategies to be used, as establishing learners' autonomy, choosing adequate tasks and necessity of making connections between classroom tasks and real world.

I.4.Factors affecting motivation

Great debate was held by researchers on factors relevant to motivation which directly or indirectly affect teaching and learning processes .Lasting, continuous motivation is not something always achieved by external stimuli, but something which naturally arises in conducive circumstances. As a result, part of the teacher's classroom work, at school, is to find subtle ways to avoid boring and constrained classes to help understand the nature of learners' attitudes towards foreign languages and motivate the reluctant learners(Dornyei, 2001). Dornyei argued that “ psychologists often view children as motivationally “innocent” and uncorrupted because they seem to possess natural curiosity about the world and an

inherent desire to learn...but, in fact, ... motivation to learn ,just like ,acquiring knowledge ,is an innate characteristic of the human species” (Dornyei, 2001, p. 50).

Elements that affect learners’ motivation:

The literature on motivation highlighted four main elements that affect the learner’s motivation:

1- The Locus of Control (Rotter’s Social Learning Theory,1954)

It refers to beliefs about where control over actions lies and its impact on behavior.It is either “internal” when a person believes she has control over events ,or “external”, that is the person believes that factors beyond her power determine events .Locus of control develops partly along with “personality building” ,and partly due to social conditions(Mumlin, Harris and Case,2001).

The Internal locus of control is source of greater level of sustained motivation (Williams and Burden, 1997).People when they are conscious of their control over things, engage in real decision-making and are more committed to it.

Williams and Burden (1997: 95) argued that individuals' main contributions to the learning situation is needed because:

1. It enables us to highlight the uniqueness of individuals and help teachers to see what they have in common.

2. It helps us to see how individuals change rather than how they stay 119

3. It enables teachers how to help learners take control of their own learning. 4. It concerns individuals' perceptions of themselves as learners. In the constructivist approach, an

individual's understanding of the world is gradually reshaped as they adapt their knowledge to new information.

Individuals perception of the world and themselves plays an important role in their learning. Thus, instead of focusing on how learners are different from each other or measuring their differences, it would be really useful to concentrate on how learners see themselves as language learners, what affects their personal views they have on their learning processes, and how teachers can support them in making sense of their learning that is unique to them, one sensitive area which is related to the way in which learners perceive themselves is Locus of Control (LOC) (Dr. B. Ghonsooly & M. Elahi (2010,p.118-119)

2- A sense of value and purpose

Many researchers as Jing ,1992 ; Hawkey,2006 ; Peacok,1998;Nunan,1989, have documented the incoherence between teachers and learners purposes in the classroom. They illustrated through a graph, the ranking of the value of kinds of classroom activities(conversations ,games ,self-correction of errors ,etc) provided by teachers and learners .The activities which learners have rated as of very high value tend to be of less value for teachers . Nunan (1995) asserts that this kind of gap is the cause of a mismatch between “what is taught” and “what is learned “While the teacher is busily teaching one thing ,the learner is very often focusing on something else .The point for Nunan is that there is a gap between teachers' and learners' perceptions of the pedagogical tasks ; a mismatch between teachers' “pedagogical agenda” and learners with no purpose or value in what they are asked to perform in the classroom.

3- The preservation of self-esteem

The learning operation is closely linked to some psychological student's needs, as Self-esteem which reflects an individual's overall subjective evaluation of their own worth. It is the decision made by an individual as an attitude towards the self. Self-esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride, and shame.

Self-esteem is also tied to many other notions like self-worth (Covington and Teel, 1966), self-efficacy (Bandura, 1986), self-concept (Canfield and Well, 1994), self-confidence (Clément et al. 1994). All these researchers stress the important role Self plays in shaping levels of motivation and achievement. The preservation of Self-esteem, in interacting with others, is commonly known as "saving face" (Andy Robin & Gregg Kavet and Mike Pisiak, 2005, n.p).

Fisher (1990) lists some survival strategies children, at school or in everyday life, use to cope with failure and the consequent threat on self-esteem, as Avoidance "If I keep quiet, I will not be noticed.", Blaming others "It is his fault not mine.", Denying reality "What does he know anyway", Insulating self "I just do not care" (Fischer, 1990, n.p.).

Covington and Teel (1996:27-28) enumerate some failure avoiding-strategies, as "Non-performance" (not doing the required task), "Taking on too much" (making it impossible to succeed), "Setting impossibly high goals" (so that failure is inevitable), and "The academic wooden leg" (in which failure is explained by a minor issue or setback). Versions of these strategies are seen at work as well as at school, and range from the student who quietly withdraws to the student who shows open-hostility (Littlejohn, 2001).

4- Feeling of success

Littlejohn, 2001, argues that “success which “fuels motivation, as achievement enhances self-image, confidence, and motivation. Thus, the instructor teacher’s duty is to avoid face-threatening circumstances and situations in the classroom .Instead, he must allow and provide learning opportunities which will increase feelings of success and self-realization. Choice of tasks means harmonize with the learner’s ability level in order to reveal his strength rather than his weaknesses .It is essential in cases of lower levels of motivation ,it is also a requirement for ‘conducive circumstances’ ; an opportunity to the learners to know what they are able to perform ,a thing that is important to develop a sense of competence and purpose.

Conclusion

In this first section of our chapter, we have presented to the reader some key elements about motivation and its relationship with learning in general and EFL learning in particular. In light of research conducted on factors affecting learners’ motivation, we can deduce that the rise or decline of motivation depends mainly on internal and external drives. Therefore, emotions like fear, stress anxiety, self-valorization and, self-realization , teacher’s behavior and nature of academic tasks ,all contribute in stimulating and sustaining learner’s engagement in the classroom tasks.

Section two: Songs in EFL Classrooms

Introduction

In the 21st century, interest in teaching and learning English as a foreign language grows up and its role as an international medium of communication in the modern technological world poses special demands and requirements on EFL teachers, especially that “educational systems, nowadays, all tend to have a globalized perspective (Mundy & al 2016).

In recent years ,this reality imposes more on teachers and researchers in the domain of pedagogy to dive within the classroom old practices and focus on problematic situations which have been identified and which hinder quality EFL learning .These difficulties serve as a starting point for research in this field .

Furthermore, when it comes to teaching and learning English in the public setting ,the main obstacles perceived by EFL teachers are in terms of lack of interest of English learners in the language .Informal discussions with colleagues and our personal observation in the field, show how difficult it is to get learners involved in the classroom activities , participate and interact in English. In addition, Middle school students in a particular non-native environment are offered, by the community and public opinion, the belief that EFL language is not relevant since they do not need it for authentic communicative purposes in their environment. The reason is due to the fact that these learners are distanced from the language because of the little contact they have with English. As a matter of fact, these negative attitudes towards the foreign language, sometimes interact and contribute to English unpopularity in EFL classes, especially in Arabic speaking regions.

In the light of these obstacles in teaching and learning EFL, and the Algerian context in particular, a set of actions should be proposed in which learners may participate and engage better in class activities. Among these measures, the integration of songs may contribute in a better learning experience as far as learning English is concerned. Accordingly, Perigoy and Boyle (2008) state that “Integrating experiences with music in early childhood classroom supports English language learners’ literacy development”

II.1. Definition of Songs

Wikipedia online cites that “A song is (and often standalone) work of music with written words or “lyric”(from the Greek Lyre) ,with implicit (abstract and sometimes intelligible) or explicit meaning .It is sung by human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms that often include the repetition of sections .Through semantic widening ,a broader sense of the word “song” may refer to instrumentals .If a pre-existing poem is set to a composed music in classical music ,it is an Art song .Songs that are sung or repeated pitches without distinct contours(outline representing ,or bounding the shape or form of the song) are called Chants. Songs in a simple style that are learned informally(orally) are often referred to as Folk Songs .Songs that are composed for professional singers who sell their recordings ,are called Popular Songs .These songs ,which often have broad appeal on music consumers ,are often composed by professional songwriters ,composers and lyricists whereas, Art songs are composed by trained classical composers for concerts or recitals .They are recorded on audio CDS or Videos.

Middleton stated that “repetition may be a feature specific to “Popular songs” to allow inclusive rather than exclusive public;”The result of music and song specificities of “repeating composition” , “catchy rhythm or beat”, “memorable words or lines ”,gives the

learner the opportunity to learn efficiently new lexis in a pleasant enjoyable atmosphere inciting and motivating the listener Middleton(1990-2002,p.139-141).

II.2. Songs in the EFL Context

Songs have always demonstrated to be a valuable means to perpetuate human history, traditions, and culture, and by the way, pass them down from one generation to another. Thus, they are efficient mnemonic devices for learning motivation of EFL language learners, too. Primarily, learners love them, they are very motivating and are adequate for aspects of pronunciation, word, and sentence stress .In addition, melody and rhythm help process and recall structures more easily.

Accordingly, school has always integrated them as part of the teaching/learning curricula. In Middle Schools fourth year program in File 3 ‘Great Expectations’ , for instance, samples of songs like ‘Songs for a rainy Sunday’ , by Jimmy Spheens, is introduced to teach conditional type 2 .In third year Middle School curriculum ‘What a beautiful world’ a song by Louis Armstrong , is planned to study the structure of a poem(Official Algerian fourth and third years pupils’ course books,p.82-83(4th grade) and p. (3rd grade)

Even though, most EFL teachers may see of songs exclusively synonyms of fun and entertainment; a reason why the use of songs has always been limited to breaking down with the classroom regular routine atmosphere, as mentioned previously.

Optimal use of songs may involve adapting them to specific academic purposes and working them out to wider extended activities. Because if used properly, they can be a powerful tool to incite the learners practice all language skills and sub-skills as well. However, language is not graded (simplified) and diction (language in its original meaning) is not unclear. Byrne states that songs provide good listening practice since the students are

concerned with what the song says. The song is combined with tasks that help the learners improve their language skills (Byrne ,1991,p.44-45).

Lesson-planning Songs

Nevertheless, in order to increase our learners' interest in learning through songs, it is important to classify song activities into three different phases:

- Pre-listening activities: this stage is paving the way to Listening Stage .**Pre-listening** have various purposes, including **pre**-teaching or activating vocabulary, predicting content, generating interest and checking understanding of task.
- Listening activities: This stage immerses the learner in the core of the topic under study .It allows to develop confidence through **listening** to extensive graded input (from recordings , and extracts of selected songs).It is also meant to develop the ability to identify difficult sounds, words and phrases support **listening** comprehension and a greater awareness of features of the speech stream (weak sounds, linking, elision).
- Post-listening activities: This last stage in the lesson is of valuable importance for the pupils because it gives the learners opportunities to reflect on their learning experience. **Post-Listening Activities** consist of oral or written tasks which main aim is to help students provide outcomes and feedback ,as well.T hese **activities** are carried out **after** teacher have carried out pre-**listening** and while-**listening activities** successfully.

We can notice that the focus is put on the listening skill more than any other lesson phase throughout the learning operation. Whatever the role of listening comprehension is believed to be by experts in pedagogy, it is at the heart of the language acquisition process. Krashen (1981 in Anderson and Lynch, 1993) claimed that listening is not a passive skill as many teachers could believe and that “listening plays a central- and possibly predominant part

in the whole process of language learning”. Meanwhile, Krashen argued that ”we acquire language by understanding language that is a ‘little beyond’ our current level of competence. This is done with the aid of extra-linguistic context and our knowledge of the world” (Judith D. on Krashen , The TUSOL Colloquial 2016,n.p) .

II.2.1. The importance of using songs in the EFL Context.

Kevin Schoepp (2001, n.p)asserted that music and songs have always been part of the human experience, and from the early childhood, men were used to listen to them .

Gugliemino ,(1986,n.p) stated that “ songs have become an essential element of our linguistic practical knowledge ,like when we sing in church, in religious services ,pubs (Public Houses /Bars),in the bath ,and when listening to the Radio in the car ,as well as when used in co-ordination with a language lesson ,they can be an effective tool.”

Correspondingly, Lo and Li assumed that songs are an opportunityfor the teacher and the learner, since, they offer a change from routine classroom activities, and provide a relaxing background that can help learners of English to engage more in the lessons” (Lo R. and Li ,H.C.1998,n.p).

Accordingly, when language learning is funny and relaxing, the learner becomes increasingly motivated to be exposed to a greater amount and variety of language. Cristina Cabal , a long term teacher, gave some learning tips to keep students motivated when learning a subject. One of these strategies to make classes memorable . She said, “make learning fun by using games, competitions, songs, ... it gives students a nice opportunity to interact with each other, have fun and learn at the same time(2017,n.p)”

II.2.2. Advantages for using Songs in Teaching English

Teachers and researchers, in pedagogy, defined three main areas of interest for using songs along with Foreign Language Classes (Murphy, 2009): Affective reasons, Cognitive reasons, Linguistic reasons.

1. Affective Reasons

Language learning is a process that involves both objective and affective factors. Teachers sometimes implement and monitor extra educational plans to help learners struggling to succeed at school despite significant effort. They support their learning special needs of attention deficit, hyperactivity disorder (ADHD), or those with cognitive challenges, as autism, hearing ,visual, speech or language impairment ,etc .

The concept of affective filter developed by Krashen(1989) in his five proposed hypotheses has four factors, knowing and understanding them, helps teachers make the best use of them in conducting their EFL/ESL teaching processes. Krashen (1982) assumes that the affective filter must be weak in order that optimum learning occurs .This means that the learner is demonstrating positive feeling and thoughts about language learning .In the contrary, if the Affective Filter is strong , the learner does not feel any need to acquire language input , and so is less receptive to language classes. Therefore, the role of songs is to provide a convenient approach to help learners achieve a weak affective filter and promote language experiences.

With a weak affective filter, Saricoban and Metin (2000) stated that songs can be used to develop all the learning skills; listening , speaking ,reading and writing .Similarly, Eken (1996) argued that songs are useful for :

- ✓ Presenting a new topic ,a language point ,grammar ,lexis ,etc
- ✓ Practicing a language point ,or other
- ✓ Focusing on learners' common errors in a more direct way
- ✓ Encouraging extensive and intensive listening
- ✓ Stimulating discussion of attitudes or feelings
- ✓ Encouraging creativity and use of imagination
- ✓ Providing a relaxed classroom atmosphere
- ✓ Bringing fun to classroom

In this context, the value of songs is to motivate students to learn English and enhance learners' involvement a view widely shared by English teachers (Reeve & Williamson, 1987). For Guidice (1986) music helps development of skills, for learning the language .It activates children's prior knowledge in the target language, and hence it, gives positive inputs.

Lo and Li (1998) assumed that "songs provide a break from classroom routine, and that learning English through songs helps bringing a less threatening classroom atmosphere in which the four learning skills are enhanced;"

Many other authors also underlined the effectiveness and advantages of using songs in EFL classes to increase motivation to develop language skills: (Adamovski,1997; Bechtold,1983,Domoney&Harris,1993;Griffie,1992;Guglielmino,1986;Lems,1984;Little,1983;Monreal,1982). Thus, the enjoyment aspect of learning songs is directly linked to affective factors.

2. Cognitive Reasons

Songs use in the classroom develops automatic language learning and performance ; the ability to act and carry out a task or information processing without effort or attention , which is the aim and in core of cognitive reasons .According to Gatbonton and Segalowitz (1988,p. 473), automaticity allows the learner " a frame of fluent language use ,which involve

a better knowledge of what to say and produce spontaneously and instantly without pauses. The repetitive style of a song gives an opportunity for learners to practice activities and develop their sense of creativity and performance, building their own sentences, using suitable words and tenses all based on their wants and interests. Besides, the song is a source of inspiration to the students, who after listening to it, became able to imagine and construct their own lyrics following the music and melody.

Research has shown that songs, all kinds of rhythm and music, exercise positive effect on emotions, but their effects on the brain and thinking are also warrantable.

Electroencephalogram tests on people (EEG) have confirmed an unusual activity of the brain when these people were under song listening. A systematic measurement of the electrical activity of the brain has shown that music changes brain waves and makes brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they collaborate work to make learning quicker and easier. The result is that songs increase brain functions and promote complex thinking as demonstrated by lots of studies in the domain. Davies(2000) wrote that songs and music connect emotions and feelings to thinking and learning.

3 - Linguistic Reasons

Another reason for using songs in the classroom is to achieve linguistic objectives and there is a long list of songs which use colloquial English, or the English of informal conversations as long as they are simple and go straight to the heart, short stanzas, simple diction, with themes of interest to the student. A song like "My Best Never Good Enough" by Bruce Springsteen is an example of a song that expresses colloquial language use. This song is rich of phrases like "Every cloud has a silver lining" and "Every dog has his day". Domoney and Harris (1993) and Little(1983) undertook studies on the reasons behind the

prevailing and popularity of Pop songs among Foreign Language (EFL) students, and came with the conclusion that music and songs are major sources of authentic English outside the classroom .The exposure to natural English is an important factor to promote language learning because it connects directly to the Affective Filter of students and to automaticity . Furthermore, if students are in contact with the songs they prefer and enjoy, they are likely to learn more ,and better since they are more likely to seek more songs and music outside the classroom .The receptive character of songs helps to promote automaticity towards quality of information processing when unfamiliar words are first encountered, quantity and quality of rehearsal activities are needed for a word to be permanently available, and training of automatic access to word knowledge is necessary for fluent colloquial language use.

As previously discussed, the three theoretical reasons are all intertwined and demonstrate the great value of Pop songs in the classroom practice to assist language learners to increase their cognitive abilities (memory), self-confidence, enthusiasm and motivation for learning the foreign language .Thus, when the implementation of music and song is instrumented in an adequate manner, and compatible to learners' needs , songs and music effectively improve and reinforce their language skills .

This factor is relevant to Howard Gardner's work on Multiple Intelligences (1985), where he certifies that people make use of many skills and remarkable talents when they struggle to learn .For him, the classroom is the appropriate place to administer different approaches, methods ,techniques and strategies in order to impact individual learner' specific areas of strength to help him take part in the process of learning , achieve learning outcomes and language mastery.

II.3. The role of Songs in fostering Learners' Motivation

In Algerian context, English is taught with similar traditional methods used in any other school subject, like mathematics, and biology : However, introducing music in English language teaching can bring another dimension to learning.

In its relation to psychology, music placement into English lessons can emotionally enhance the learning process .The German writer and poet Heinrich Heine asserted that “Where words leave off, music begins”. The match between music and language acquisition has been established by research across academic field. On Novemeber, 23rd , 20016, a study was conducted by researchers at the University of Edinburg in Scotland and found evidence that singing can help facilitate foreign language learning. Sixty adults participated in the study, which involved 15 minutes of listening to Hungarian phrases and then repeating phrases normally or through song .When the participants were tested on the material, the researchers discovered that those who used singing scored higher than others. Students are motivated to learn English by listening to and singing English-language songs .EFL professionals have made long good use and practice of music and songs in their classrooms, whether for improving students' listening and speaking abilities, or to helping them learn new vocabulary, grammar, idioms, or colloquial English . In other words, the pedagogical alternatives and possibilities for using music in the classroom are virtually countless. Working with pop-songs, for instance, is quite a flexible activity. There are no dictated instructions on how long such an activity should take , whether the pupils should work individually, in pairs or in groups, or how frequently should a language be taught through this method.

In recent years, as teachers, we have observed a lack of concentration and motivation among our pupils. A possible way to attract their attention is adopting new techniques such as the use of songs. Because song use in the EFL classrooms has proved that while listening to and enjoying the song, learners can relax and forget about their worries. Consequently, the

tension and stress that they feel during a class is released. If the activity is well-done, the pupils are positively attuned (accustom) for the following lessons and quite possibly for the rest of the day. (Lipscomb 2004; Salcedo 2002)

Since motivation is the corner stone for teaching effectiveness, Dimitrios Thanasoulas (2001) sets a bag-tricks of approaches; techniques, strategies and macro-strategies which teachers can use in order to manage their classroom and motivate their students.

- Creating the basic motivational conditions, involving setting the scene for the use of motivational strategies, will lead to more enthusiasm among the learners .Therefore , there should be a motivational repertoire including different maintenance strategies .The teacher ,for instance, should observe appropriate behavior and good teacher-student rapport by establishing a relationship of mutual trust and respect with the learners by talking to them on a personal level, and provide a pleasant ,and supportive classroom atmosphere.
- Generating maintaining and protecting student motivation by making curriculum relevant to them, and create realistic learner beliefs .Concerning learners with learning activities ,find out their goals and the topics they want to learn and incorporate them to the curriculum and meaningful learning will come in handy. Increasing learners' self-confidence and creating learners' autonomy. Providing regular experiences of success, encouraging individual contributions, and reducing classroom anxiety will maintain and reinforce learners' self-confidence.
- Encouraging positive self-evaluation by promoting attributions to effort rather than ability, providing motivational feedback, and increasing learners' satisfaction, and the question of reward and grade.

- Increasing the learners' goal-orientedness' through increasing the extent to which learners tune in to the pursuit of its official goal. Helping the learners to define their own personal criteria for what should be a group goal.
- Increasing learners' self-satisfaction to reinforce achievement learning by allowing the students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards.

Accordingly, Dornyei (2001- 116) noted that “teacher’s skills in motivating learners should be central to teaching effectiveness. The first skill a teacher may demonstrate is his ability to be imaginative and to be able to develop learners’ creativity , as well. Creativity means developing new ideas, and finding new ways to accomplish actions..Burden (2000) asserts that “it is important to know that one condition for a “task” to “operate motivation” is that the material should catch the “curiosity and interest” of the learners. Therefore, bringing various pedagogical materials to the classroom is a good initiative that makes the students more engaged in the process and helps learning to occur. However, in order for learning to occur successfully, it is important to select carefully the teaching materials in EFL classes. It is worth mentioning that songs are a great pedagogical support, because they provide a substantial amount of auditory and verbal information which is an imperative at early language levels of learning. Research in the field of pedagogy demonstrated well the benefits of learning English through songs (Schoepp,2001 . Mora, 2000. Liu, 2006); Simpson(2000) believes that well-planned teaching activities help learners develop their intelligences , the two intelligences ; linguistic and musical , promote each other.”Teachers may adopt Songs in EFL Classes for many reasons and they mainly come from three different aspects: affective, cognitive, and linguistic (Shoepp, 2001).

First, the relaxing secure atmosphere brings pleasure and inspiration and incent learners to lessen their anxiety filter and become more open to learning .As a matter of fact,

songs also allow automaticity in language development process , due to their repetitive nature. Furthermore, songs combine affective and unconscious factors together.

Secondly, Singing helps easy memorization, and melody makes it easier to retrieve information effortlessly in case of need. Indeed, some songs consist of colloquial English as those featured by different dialects which prepare learners for informal conversations in real life situations .In addition, songs are a culturally rich resource to integrate to lessons (Murphy, 1992).

Songs are seen by historians as more or less straightforward “reflections” of the society and culture in which they were produced. Songs illustrate our knowledge about that society and culture.

Sevik’s (2011) made a list of the most remarkable characteristics of using songs with young learner:

- ✚ Listening comprehension is best taught through songs.
- ✚ Songs represent the strong feature of modern primary language programs.
- ✚ Songs may extend young learners’ attention span.
- ✚ Songs are great tool for language learning at an early age.
- ✚ Songs are regarded as an excellent memory tool.
- ✚ Songs provide a variety of comprehensible input.
- ✚ Songs create a safe and natural classroom ethos (the characteristic spirit of a culture, era, or community as manifested in its attitudes and aspirations).
- ✚ Songs are extremely repetitive and result in language fluency
- ✚ Songs abound (flourishes) in cultural content.

Additionally, Griffiee (1988) identified the following reasons:

- ✚ Songs and music lower anxiety. If they are introduced in the early years of language learning, songs and music tend to create enjoyable, anxiety-free environment.
- ✚ Songs are useful for teaching vocabulary.
- ✚ Songs serve as an excellent listening material.
- ✚ Songs can be used as supplemental texts in the end of the lesson, on special occasions or as an additional component for vocabulary development.
- ✚ Songs and music can be used to support grammar presentation, practice and revision.
- ✚ Songs and music bring various cultures into the classroom

To sum up, motivation is essential in learning a language, and one way to increase the learning motivation is through creative teaching. English popular songs, in EFL Classrooms, are advised as a creative element to be handled in EFL lessons.

II.3.1. Criteria for song selection

When teachers plan to use the "song" method in the classroom, they should be selective about appropriate tracks. There are rules, which every teacher should respect , otherwise, this method can impact students negatively. Briefly highlighted, every song should be positive, comprehensible, morally and linguistically uncontroversial.

Students benefit more when an appropriate song is selected for the lesson .Based on ideas from Simpson (2015) and Abbot (2002) , the following list of questions that help guide decision-making process for the teacher who is choosing a song.

- 1- Content: Does the theme of the song matches up with the lesson?
- 2- Clarity of speech: Can learners understand the lyrics?
- 3- Age: Repetitive songs are better for young learners, while thought-provoking songs may be more suitable for older learners .What is the median age of your students?

- 4- Speed: Is the tempo, or speed of the music that you want it to be?
- 5- Vocabulary: Is there specific vocabulary in the song that correlates with the lesson?
- 6- Does the song highlight a grammar point that the lesson focuses on?
- 7- Idioms: How much idiomatic language. Does the song contain idioms, and would you like to focus learning on the idioms in the song?
- 8- Popularity: Might your learners suggest songs they like?
- 9- Cultural sensitivity: Consider whether the song fits your learners cultural norms .Do the lyric present an opportunity to explore topics of culture, diversity, and multiculturalism?
- 10- Offensive lyrics: Do you want to avoid using songs with explicit meanings?

II.4. Drawbacks of using songs in EFL Classrooms

Drawbacks in using songs in EFL classrooms exist , and reasons why some English language teachers resist to use songs in the teaching process as well .First ,²²because they believe that music use requires musical ability , competences ,and training in the area. However, despite teacher’s level of musical training ,the value of fostering creativity and enhancing literacy instruction through music is vital in today’s EFL Classrooms(Paquette and Rieg,2008).

Moreover, some teachers may also question whether songs can be used with all students. According to Arleo (2000), music can be used profitably with all language learners. However, the choice of music depends on factors, as age , language level ,cultural background ,and musical interests of the learners ,as well as the learning context...”

It is also important to note that using songs in language lessons may also bring some disadvantages, and teachers have to follow some rules when managing the classroom in order to overcome them .Therefore, they should be careful when they look for a suitable song. Experience in songs use has shown that when teachers make light of selection, they

may easily fail, so children will get bored and they will not enjoy the song at all. The teachers should also regularly observe and check learners' mood in the class, so when the children show evident dissatisfaction, the teachers should stop the activity and switch into another task. Since teenagers have tendency to be sensitive, bashful, reticent, and refuse to overtly express themselves, teachers should not force the students to sing, but should rather incite them to gain interest in the lyrics and to tackle their classroom activities. Besides, the teacher should take into account students' tastes in matter of songs he plans to the class, and not integrate songs into the lessons only as a reward for positive accomplishment in homework and tests given. Working with songs implies the use of modern multi-media and latest technologies in language classes, equip them with CD or MP3 players, smart boards and computers. However, there are many places in the world where the schools cannot afford to equip any class with such technological supplies and facilities.

Conclusion

In short, even though, song use in the classroom may generate some disadvantages which can affect the learners negatively and hinder the learning process if not well-planned, it is evident that song-based method use in teaching EFL thoroughly brings positive change in the learners learning process. Songs are authentic sources of knowledge and entertainment. They contain authentic language, easily obtainable, provide enjoyable listening and speaking vocabulary, and language practice both in and out of the classroom. They also supply students with important amount of grammar and cultural aspects.



Chapter Two

Research Design and

Data collection

Chapter two: Research Design and Analysis of the Collected Data

Introduction

The present study aims at investigating the effectiveness of using songs as a teaching technique to motivate middle school pupils in learning English. In the previous chapter, we have presented a theoretical background about the topic under investigation. The present chapter is devoted to the practical part of the research. It deals with the research methodology, research setting, population and participants, research instruments, data collection procedures, data analysis and description of the results.

Hence, the present chapter is divided into two sections to report and highlight the research methodology and data analysis.

- Section one: Research design and methodology
- Section two: 1- Results and Discussion of the Results
2- Implication, limitations and suggestions for further research.

Section one: Research Design and Methodology

Our study tends at investigating a teaching-learning motivational strategy that teachers can apply in EFL classes to improve learners' motivation in their learning of English as a foreign language.

The design is quasi-experimental and for the research tools we have relied on a pre-questionnaire designed for the population under study and a post-questionnaire designed for the experimental group to whom the treatment was administered. Therefore, the results obtained in our study highlight the match between the two variables of the current research i.e songs implementation in EFL context and improvement of learners' interest.

III.1. Research setting

The participants in our study were Middle School learners from third year graders. They were pupils of Premier novembre 54 College from the area of Ouzellaguen, Bejaia.

III.1.1. Sample and Population

According to Marczyk, DeMatteo & stinger, (2005) population is "all individuals of interest to the researcher" and sample "is a subset of the population" Thus, in the present study, the target population is third year middle school pupils of Premier Novembre 54 College from the area of Ouzellaguen, Bejaia enrolled for the academic year 2018-2019. They have been studying English for two years as a second foreign language and for most of them Berber is the native language. They were informed about the aim of the study and they all accepted to answer the pre-questionnaire. This step of the research is important since it permitted us to gather necessary data concerning the current situation prevailing in English language classes.

- **Sample**

Our sample is composed of two homogeneous groups of 57 boys and girls of Middle School pupils in third grade; thirty-one males and forty-six females. Their ages span between 13 and 18 years. During six weeks, starting from mid-February to mid-April. The experimental group was engaged in learning English through song-based activities, while the control group was not. In terms of this period, the participants of the experimental group were required to fill in a questionnaire of 21 questions designed for the evaluation of the treatment.

III.2. Research Variables

This research study aims to shed light on the effect of implementing songs in English learning classes on learners' motivation towards learning the language. Thus, our research variables are:

- The dependent variable: pupils' motivation
- The independent variable: English pop songs.

III.3. Data Collection Procedure

III.3.1. Description of the Pre and Post tests

The experiment was based on testing forty pupils using song lyrics, pre-listening, post-listening, and reading activities. Initially, 57 respondents were selected to carry on the experimentation, but exceptional.

The pre-test was designed, before the intervention with songs, for both groups: control and experimental. The forty pupils were divided into two identical groups of twenty participants each. The number of participants has reduced, and only 40 respondents

participated to the tests, the repeated strikes have generated lots of absences among our pupils.

The post-test was designed, in order to assess the progress spawned in the participants' outcomes, after song implementation. Increase in outcomes implies increase in interest and enthusiasm. Interest growing means swelling in motivation.

We have started the experimentation from the middle of February closing in mid-April. We have spent six weeks teaching the experimental group with songs while the control was provided with scripts from the songs as they were usually used to be taught before.

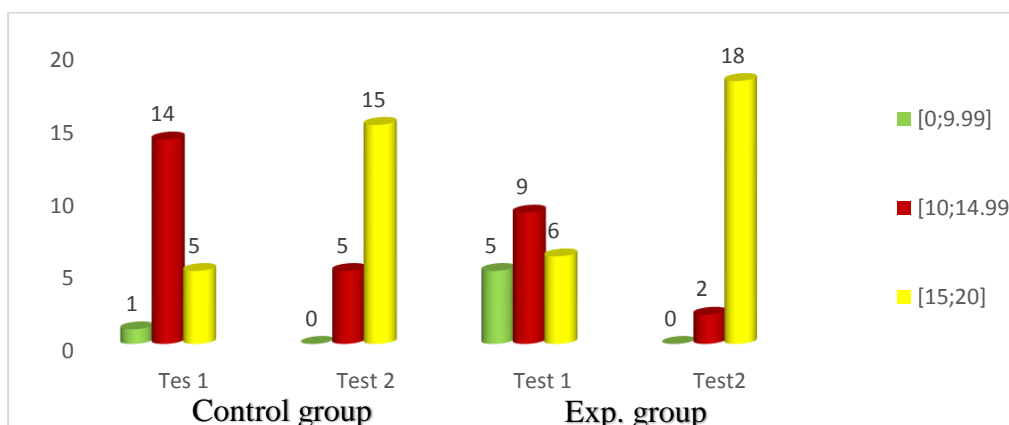
During the experimentation phase with song involvement in the English classes, before listening to the song, the participants are assigned to pre-listening activities. After, they have been exposed to the song, post-listening tasks are introduced in oral or written ways . The participants' responses, for each activity, were attributed marks to evaluate their progress or decrease, and the final results are displayed in the table below.

III.3.2. Analysis and Discussion of the Pre-and Post-Tests

The ultimate step in our research is computing and analyzing the information obtained in the pre and post-tests, as well as, those generated by the pre and post-questionnaires. To statistically study the data, we have made use of Statistical Package for the Social Sciences (SPSS) in order to postulate conclusions and gain more understanding on our subject matter under investigation.

	Scores	[0 ; 9.99]	[10 ; 14.99]	[15 ; 20]
Group 1	Test 1	1	14	5
	Test 2	0	5	15
Group 2	Test 1	5	9	6
	Test2	0	2	18

Table 2: Pre- and post-tests scores representation



Graph 1: Pre and post- tests scores representation

Table 2 and Graph 1 represent the results of the learners during two assessment tests undertaken between February and April of the current year. They are based on classroom activities assigned to the respondents to measure their learning levels before they undertook song experimentation and after they handled the experiment. The tests are sample sheets gathering a series of written tasks the learners tackle individually. Individual work is chosen in order to diagnose the real English language capacities of each learner before the experiment, and the change operated on the learner's academic outcomes after the experiment. Evaluation is done on a preliminary task evaluation grid, which determines the assigned score to each task. The overall score is calculated by attributing each participant a final mark out of 20 points and a percentage of failure or success. A group final score is also added to demonstrate the general outcome; it is given on mean form.

In the pre-test , group 1 got an average mark of 13.25 (100 %) whereas, in the post-test ,the group scored 15.75. The experimental group scored 12.87 in pre-test , 75 % of the participants succeeded and 25 % of them failed to score well. After the experimentation, and after taking the post-test, the score improved considerably and success reached 100 % and the mean was 17.05.

From these results, we can deduce that the treatment had positive effects on the pupils of the experimental group, when comparing the scores recorded in the pre and post-tests, we can notice a significant improvement.

III.3.3. Pre-questionnaire

As mentioned earlier, our study discloses a qualitative research method to demonstrate the tie-in between song administration in learning English and the increase in pupils' learning motivation. Thus, a pupils' pre-questionnaire was designed and handed to the pupils on mid-February, and was handed back a week later. The objective of this research instrument is to gather necessary information about the participants before the implementation of our experimentation(Appendix n.1).

III.3.3.1. Aim of the Pupils' Pre-questionnaire

With a view to validate our sample participants, and confirm that the questions provide insight on the phenomenon under study, we have opted for a questionnaire as a tool to gather the necessary data for the present research. As an initial piloting phase, the questionnaire was administered to a small group of respondents before it was handed to the participants. The purpose was to ensure the clarity of the questions, and guarantee that they are understandable.

III.3.3.2. Description of the Pupils' Pre-questionnaire

The questionnaire consists of a series of questions handed to 74 third year Middle School English pupils, but only 57 exemplars are returned back.

The questionnaire comprises twenty- one (21) standard closed questions. The choice of 'Yes or No' questions is to give an opportunity for beginner learners of English, with basic and limited knowledge of the language, to easily respond to the given instructions by

choosing from a set of pre-defined possibilities of answers. The questionnaire is divided into three sections:

- ✚ Section one deals with the participants' general profile; age, and gender.
- ✚ Section two highlights motivation in EFL classes and learners' attitudes towards English language learning.
- ✚ Section three of the questionnaire attempts to gather data on the respondents' opinions on English songs and song use for learning the language.

Section 2: Results and Discussion

III.4.3.3. Analysis and Discussion of the Pupils' Pre-questionnaire

This part of the study deals with the treatment and analysis of the information collected from the pupils' pre-questionnaire.

Number of handed and returned questionnaire sheets

Copies	Number	Percentage
Handed	72	100 %
Returned	57	79.16 %

Table 3 : Number of handed and returned questionnaire sheets

Section one: General questions (Q.1 to Q.2)

Q 1: How old are you?

Age	Number	Percentage
13	6	20,7%
14	24	41,4%
15	10	17,2%
16	7	12,1%
17	3	5,2%
18	1	1,7%
Total	57	100 %

Table 4: Age distribution

We can notice that participants' age varies between the youngest pupil aged 13(20 .7 %) and the oldest aged 18(1.7 %) years. The medium age is 14 years (41.4 %) of the population.

Q 2: Your gender

Gender	Number	Pourcentage
Males	31	53.4%
Females	26	44.8%
Total	57	100 %

Table 5: Gender

Table 5 illustrates the population which represents 53.4 % males and 44.8 % females.

Section Two (Q3- Q8)

Q 3: Do you like your Classes in English?

Option	Number	Percentage
Yes	44	77.19%
No	13	22.8%
Total	57	100 %

Table 6: Pupils attitude towards English classes

The data collected at this level of the questionnaire demonstrates that a considerable number of the respondents do not like English which represents 22.8% of the population under study, 77.19 % of them enjoy English.

Q 4: To which extent do you enjoy your English classes?

Option	Number	Percentage
I enjoy	32	56.14%
I enjoy Verywell	12	21.05%
I don'tenjoy	9	15.78%
I don' tmind	4	7.01%
Total	57	100 %

Table 7: Degree of enjoyment

As shown in table, 56.14 % of the population enjoys the subject of English very well. 15.78 % of the population does not like, 7.01 % don't show any positive perception towards the English language.

Q 5: Do you face difficulties in your English classes?

Option	Number	Percentage
Yes	48	84.21%
No	9	15.78%
Total	57	100%

Table 8: Difficulties in learning English

The obtained results reveal that more than a half (84.21%) of the population under study complains and have difficulties in studying English. 15.5 % of the sample declares that they do not have particular difficulties.

Q 6: If yes, what type of difficulties?

Option	Number	Percentage
Grammar	19	32.8%
Spelling	6	10.3%
lexis and vocabulary	5	8.6%
Pronunciation	14	24.1%
Communication	13	22.4%
Total	57	100 %

Table 9: Types of difficulties

Among the participants under investigation, 32.8 % meet problems with grammatical structure of the language .It is followed by 24.1 % who are paining in pronunciation, and 22.4% of participants enduring problems of speaking communication and .

Q 7: Which one(s) of the followings help you to get over the difficulties?

Option	Number	Percentage
Dictionary	21	36.84%
Photos and illustration	7	12.1%
listening to songs	9	15.78%
Watching English films	20	34.5%
Total	57	100 %

Table 10: useful Strategies

The 'pupils' answers in this table reveal their genuine use of the learning tools to help themselves learn efficiently the language. 36.84% of the respondents rely on dictionary use and 34.5% on watching films, while 15.78 % of them by listening to English songs.

Q 8: What does encourage you to learn?

Option	Numbre	Percentage
Teacher	37	63.8%
subject content	12	20.7%
Learning strategies and methods	8	13.8%
Total	57	100 %

Table 11: Motivators to learning

For 63.8% of the respondents, the teacher is the main source of motivation. In the other hand, 20.7 % rely on the subject content. Whereas, 13. 8 % of the pupils consider learning strategies as good inciters.

Section Three: (Q9- Q21)

Q 9: Do you like English songs, and to which extent?

Option	Number	Percentage
Yes	37%	64.91%
No	20	34.5 %
Total	57	100 %

Table 12: Pupils' attitude towards songs

In table 12, most of the respondents acknowledged that they like English songs. This category of learners represents 64.9 % of the population sample. However, 20 learners (34.5 %) declared that they do not like them.

Q 10: How many times do you practice songs in your English Classes?

Option	Number	Percentage
Each lesson	0	0.0%
One time every two lessons	0	0.0%
Once each sequence	29	50.87%
Once each month	17	29.82%
Never	11	19.29%
Total	57	100 %

Table 13: Frequency of song practice

In this table, half of the respondents (50.87%) assert that they have practiced songs once each sequence, and 19.29 % say they never did. These divergent answers can be explained by the fact that some teachers practice teaching with songs and some others do not, or rarely do.

Q 11: In which skills do you specially use songs?

Option	Number	Percentage
Listening	57	100%
Speaking	0	0.0%
Writing	0	0.0%
Reading	0	0.0%
Total	57	100%

Table 14: Using songs and skills

This table shows that 57 (100 %) respondents answered that they use songs in listening sessions.

Q 12: Do you listen to songs when processing tasks in the Classroom?

Option	Number	Percentage
Yes	0	0.0%
No	57	100%
Total	57	100 %

Table 15: Using songs in task processing

The whole participants (100%) answered that they do not make use of songs when processing classroom activities.

Q 13: Which kind of English songs do you listen to?

Option	Number	Pourcentage
Pop	2	3.5%
Blues	0	0.0%
Jazz	0	0.0%
Soft	12	21.5%
Classical	0	0.0%
Country	0	0.0%
Rock	17	29.82%
Rap	18	31.57%
Other	8	14.03%
Total	57	100 %

Table 16: Kinds of songs

Table 16 shows that 29.82% of the sample population prefers Rock n roll songs. 8 participants (14.03 %,) declared they prefer other kinds of songs. Rap is their favorite style (31.57%). For Pop songs, only 2 pupils were interested in this style, and 21.5% of the pupils have a preference for Soft songs.

Q 14: What kind of songs do you generally listen to?

Option	Number	Percentage
Thematic	23	39.7%
Pedagogical	7	12.28%
Specific	9	15.5%
Hits	13	22.4%
Popular	5	8.77%
Anykind	4	6.9%
Total	57	100 %

Table 17: Song selection

Table 17 displays the pupils' tastes in matters of songs, ranking from the most to the least popular. We can see that the majority of the participants, 39.7 % , select songs on the basis of the theme.13 pupils (22%), choose hits. 15.5 % opt for specific songs .Pedagogical songs rank 4th in the list of preferred songs, whereas , Pop ones are the least popular in the classification. 6.9% of the population listen to any kind of songs, they have no specific preferences.

Q 15: Do songs help you progress in your English learning?

Option	Number	Percentage
Yes	22	38.59%
No	35	61.40%
Total	57	100 %

Table 18: Songs help progress

(38.59 %) of the respondents declared that songs are useful in learning English language, but 61.40 % think they are useless.

Q 16: How do you progress in your practice of English with song use?

Option	Number	Percentage
Quickly	10	17.54%
Normally	33	57.89%
Slowly	14	24.56%
Total	57	100 %

Table 19: Progress with songs

The table above displays that 17. 54 % of the population assume that they positively progress in learning the English language through songs, whereas, for 57.89% of them, learning progress with songs comes normally, while 24.56 % of the respondents consider that they progress slowly.

Q 17: What are the contributions of songs to your English learning?

Option	Number	Percentage
source of vocabulary	10	17.54%
Facilitate grammar practice	11	19.29%
Improve speaking	18	31.57%
the whole of the above	10	17.54 %
Total	57	85.94 %

Table 20: Songs contribution to learning English

From the above table, we can notice that 17.54 % of the sample population consider that songs are sources for the above options, thus, they supply them with vocabulary (17.54%), they facilitate grammar practice (19.29%), and improve speaking (31.57%) .We notice also that 8 respondents (14.03%) did not answer the question (they do not appear in the table).

Q 18: How do you feel when learning English through songs?

Option	Number	Percentage
Active	12	21.05%
Inspired	9	15.5%
Relaxed	1	1.7%
Attentive	10	17.54%
Emotionally engaged	6	10.52%
Concentrated	3	5.26%
Productive	0	0 %
Less confident	9	15.78%
More confident	7	12.28%
Total	57	100 %

Table 21: Feelings towards songs

From the results displayed in table 21, we can observe that 21.05 % of the respondents feel active , and 12.28% others feel confident when learning English language through songs. 15.5% feel inspired, 6 pupils (10.52%) were engaged emotionally to learn, and 17.54% declared that they were attentive. But, 15.78 % do not feel confident when learning with song.

Q.19: Tick the sentence that best describes your own experience of learning with songs.

Tick only one single statement.

Option	Number	Percentage
Understand	14	24.56%
Sometimes understand	17	29.82%
Rarely do	15	26.31%
Do not understand	11	19.29%
Total	57	100 %

Table 22: Understanding with songs

The results in table 22 indicate that 24.56 % respondents declare that they understand with songs. 19. 29 % do not understand when they learn with songs . 26.31 % rarely do, and 29.82 % sad that sometimes songs help them understand their English lessons.

Q.20: Do you think that songs may improve your Motivation to learn better English?

Option	Number	Percentage
Yes	22	38.59%
No	15	26.31%
Do not know	20	35.08%
Total	57	100 %

Table 23: Songs improve motivation

In this table, 15 respondents (26.31%) asserted that songs do not improve their motivation to learn English, 20 of them (35. 05%) had no opinion on the matter. Whereas, 38. 59% declared that songs may improve motivation to learn.

Q 21: To evaluate your experience about learning with songs, select from the following?

Option	Number	Percentage
Good	14	24.56%
Very good	16	28.07%
Excellent	7	12.28%
No opinion	20	35.08%
Total	57	100 %

Table 24: Evaluation of learning with songs

According to table 24, the whole respondents agreed widely that learning with songs may represent a very positive experience and an excellent opportunity to learn the English language. 24.56% of the participants assumed that it was a good experience. For 28.07% of the respondents, it was a very good one, and 12.28% of he population proclaimed that learning with songs was an excellent experimentation. However, 35.08% of participants did not have opinions on the matter.

III.4.3.4. Discussion of the Pre-questionnaire results

In the light of the data obtained from the pre-questionnaire, the results' analysis provides us with a clear vision of the respondents' views and opinions to the learning of English. The pre-questionnaire answers the basic questions, like what was the pre-existing age of the participants, their gender and what are their attitudes towards their English classes , and what motivates them in learning the language, adding to, their attitudes towards English song use in their English language classes.

Considering the primary data collected, 37 % (22) of participants did not provide answers to some specific questions in the survey. For example, they did not justify their answers for question number 2 . In question number 20, as well, 43 respondents (74.18 %) omitted to manifest their opinions, and one of them (0.17 %) declared he did not have any given opinion. This may be explained by difficult, too much demanding, or confusing questions, which do not suit the participants' background and level in English.

In general, the primary results show that 64.90% of the respondents in the control , as well as in the experimental groups, find motivating and interesting to learn English language via English songs.

The percentage is obtained on the basis of the participants' responses in table 23. We have made a calculation of the results relevant to the evaluation of their experience on learning with songs: positive responses to learning with songs reached 64.91%. 35.08% of the participants did not give any opinion on the matter.

III.4.4. Post-questionnaire

The post-questionnaire was administered to the experimental group on mid-April, at the term of the experimental phase. The purpose is to collect data about pupils' attitudes about the implemented teaching technique (Appendix n.2).

III.4.4.1. Aim of the Post-questionnaire

The main purpose of this research is to examine the effects of involving songs in motivating EFL learners to learn the language. So, a post-questionnaire is administered to evaluate our experience in using songs to motivate third year middle school pupils in learning English. In other terms, the post-questionnaire aims at measuring the increase or decrease in the amount of participants' interest, attitudes and opinions towards their EFL classes, after the implementation of songs.

III.4.4.2. Description of the Pupils' Post-questionnaire

The pupils' post-questionnaire is administered to the pupils of the experimental group. We have relied on the questionnaire designed and administered before the experimental phase to see if changes in pupils' views were brought by the implementation of the treatment. However, some questions have been re-edited or retrieved to get rid of bias prevailing in the pre-questionnaire. Question eleven has been modified because of ambiguity. Questions 03, 12 and 14 are retrieved from the questionnaire for their irrelevance in this part of our research.

III.4.4.3. Analysis and Discussion of the Post-questionnaire

Copies	Number	Percentage
Handed	29	100 %
Returned	29	100 %

Table 25: Number of handed and returned questionnaire sheets

Section one: General questions

N.B : Q.1 and Q.2 are retrieved for uselessness

Q 3: To which extent do you enjoy your English classes?

Option	Number	Percentage
I enjoy	26	89.65%
I don't	2	3.5%
I don't mind	1	3.4%
Total	29	100 %

Table 26: Degree of enjoyment

As indicated in the above table, 89.65 % of the participants enjoyed the experience of learning with songs. We can also notice that 3.5 % did not. Whereas, 3. 4 % did not even mind it.

Q 5: Do you face difficulties in your English classes?

Option	Number	Percentage
Yes	15	51.72%
No	14	48.28%
Total	29	100%

Table 27: Difficulties in learning English

The collected data in this table reveals that the percentage of the learners who complained of learning difficulties in their learning process of English has decreased considerably after songs administration with English courses (51.72%) against 48.28% respondents who still do have difficulties .This shows the positive effects of learning with songs of the participants declares that they do not have particular difficulties.

Q 6: If yes, what type of difficulties?

Option	Number	Percentage
Grammar	9	31.03%
Spelling	6	20.68%
lexis and vocabulary	7	24.13%
Pronunciation	5	17.24%
Communication	2	6.89%
Total	29	100 %

Table 26: Types of difficulties

The percentage of respondents meeting difficulties in pronunciation and communication in the previous table shifted extensively after song implementation (17.24%) . Only 5 participants declared that they still have strain in pronunciation, and 2 others in communication. Whereas, 31.03 % pain in Grammar, 20.68 % in Spelling and 24.13 % in lexis and vocabulary.

Q 7: Do you like English songs?

Option	Number	Percentage
Yes	26	89.64%
No	3	10.04%
Total	29	100 %

Table 29: Pupils' attitude towards songs

The above table mentions that the number of respondents enjoying songs has positively shifted to 89.64% against only 10.04 % of those learners who do not like songs.

Q 8: Which kind of English songs do you listen to?

Option	Number	Pourcentage
Pop	16	55.17%
Blues	0	0.0%
Jazz	0	0.0%
Soft	3	10.34%
Classical	0	0.0%
Country	0	0.0%
Rock	5	17.24%
Rap	3	10.34%
Other	2	6.89%
Total	29	100 %

Table 30: Kinds of songs

The population preference percentage for songs shifted in the table above. From different tastes of songs, the majority opt for pop ones. They are 55.17% of the participants. Soft songs (10.17%), Rock n roll (17.24%), Rap (10.34), other categories of songs (6.89%).

Q 9: Do songs help you progress in your English learning?

Option	Number	Percentage
Yes	26	89.65%
No	3	10.34%
TOTAL	29	100 %

Table31: Songs help progress

Almost the totality of the respondents (89.65 %) in table 32 declared that songs are useful in learning the English language. 10. 34% did not think so.

Q 10: How do you progress in your practice of English with song use?

Option	Number	Percentage
Quickly	25	86.2%
Normally	3	10.34%
Slowly	1	3.44%
Total	29	100 %

Table 27: Progress with songs

Above, 86.2 % of the population under study assumed that they quickly progress in learning the English language with song integration to the lessons. Only 1 respondent said that he progresses slowly.

Q 11: What are the contributions of songs to your English learning?

Option	Number	Percentage
source of vocabulary	2	6.89%
Facilitate grammar practice	3	10.34%
Improve speaking	9	31.03%
the whole of the above	15	51.72%
Total	29	100 %

Table 33: Songs contribution to learning English

From table number 33 , we can notice that the majority of the participants(51.72%) considers that songs are valuable tools and they contribute to improve the learning of English.6.89% of the participants declared that they are source of vocabulary, (10.34%), consider that they facilitate grammar practice, and(31.03%) to improve speaking.

Q 12: How do you feel when learning English through songs?

Feelings towards songs	Number	Percentage
Active	5	17.24%
Inspired	0	0.0%
Relaxed	1	3.44%
Attentive	9	31.03%
Emotionally engaged	7	24.13%
Concentrated	4	13.79%
Productive	1	3.44%
Less confident	0	0.0%
More confident	2	6.89%
Total	29	100 %

Table 34: Feelings towards songs

Most of the respondents convey positive thoughts towards songs .17. 24% of the respondents feel active,24.13% feel emotionally engaged, 13.79% were concentrated , and 31.03% of the population claimed they were attentive with the experiment. Only 6.89% proclaimed they did not feel confident when learning the English language through songs.

Q.13: Tick the sentence that best describes you own experience of learning with songs.

Tick only one single statement.

Option	Number	Percentage
Understand	25	86.20%
Sometimesunderstand	3	10.34%
Rarely do	0	0.0%
Do not tunderstand	1	3.44%
Total	29	100 %

Table35: Understanding with songs

The displayed table shows that 28 (96.54 %) respondents think that songs help them understand their English lessons. Only one respondent states he did not.

Q.14: Do you think that songs may improve your Motivation to learn better English?

OPTION	Number	Percentage
Yes	28	96.54%
No	0	0.0%
Do not know	1	3.44%
Total	29	100 %

Table36: Songs improve motivation

According to this table, 96.54 % believe that songs are source of good motivation to learn the English language. While, only one respondent (3.44%) asserted that he did not have any opinion on the efficiency of using songs to provide learning motivation.

Q 15: To evaluate your experience about learning with songs, select from the following?

OPTION	Number	Percentage
Good	3	10.34%
very good	20	68.96%
Excellent	6	20.68%
Total	29	100 %

Table 28: Evaluation of learning with songs

When asked to define their experience about learning English with using songs, as demonstrated in table 39, the whole respondents widely agree that learning with songs represents a very positive experience and an excellent opportunity to learning English. 10.34% of the participants found it a good experience, 68.96% claimed it was a very good one, and 20.68% definitely view it as an excellent experimentation.

III.4.4. Discussion and Analysis of the Results: comparing between the pre and the post- questionnaire

To assess the impact of using songs to improve EFL learning motivation among Algerian Middle School learners and test our hypothesis, we compared between the results obtained from the pre and post questionnaire.

The pre-questionnaire was designed for 57 pupils, who participated in a six-week training program on Tuesday afternoon English classes as an experimental and a control group. The post-questionnaire was administered to the experimental group to whom the treatment was administered so as to assess pupils' motivation improvement, weakening, or ceasing.

96.54 % of the participants developed positive feeling toward song use in their English classes. The results for satisfaction about songs significantly improved after the intervention if compared with the pre-questionnaire, where 26.31% of the respondents assumed that songs were not motivating for them to learn English.

There was also a significant difference in the results about participants' positive experience with songs in the post questionnaire compared with those observed prior to the intervention with songs: 100% of the participants say having positive experiences with songs against 35.08% of respondents with no special opinion on the subject matter in the pre-questionnaire.

All in all, the Middle School pupils' of 1 Novembre 54 high school, who received song-based English classes during the trainings sessions, showed tangible interest improvement and enthusiasm about learning using songs

Conclusion

In view of our current investigation final results, and their analysis, it has been proved that the use of songs in teaching and learning English as a foreign language has high returns on EFL learners' and their motivation.

The results collected in the pre and post-questionnaire, proved that songs are suitable for third year middle school pupils as they encourage positive learning experience, and enhance knowledge. Songs aid better learning motivation which is a key element in teaching and learning a foreign language, since they help learners develop a love for the language. "Students encouraged in this way are motivated, imaginative, creative, and eager to learn and succeed." Songs in the modern language classroom may provide positive emotional and learning enhancement for students at different ages and stages of learning (Karen M. Ludke, 2008 on Spicher& Sweeney, 2007; Ting, 2002; Medina,1993; Lozanov& Gateva,1989; Rees,1977)

Section Two: Implications, limitations and Suggestions for Further Research

IV.1. Implications and limitations

The findings of our research demonstrate substantial evidence on the effectiveness of using songs as a pedagogical means in the EFL classroom .The results also display songs importance, and their positive impact on EFL learners' motivation to learn English.

Since the investigation has shown positive feedback towards song use, by stating its value, it is therefore, significant for experts in pedagogy to rethink its future wider incorporation in the Algerian school curricula. It is also worth involving songs in other skills instead of only restraining this valuable tool in listening comprehension lessons.

IV.1.1. Limitations

According to Glesne & Peshlein, (1992),” no research accomplishment is unquestionable.” Consequently, our current investigation has been faced with some restrictions, especially, during the practical phase undertaking.

Time factor in our research is one of the most challenging issues which stood against a more elaborated research work. More data collection tools and more experimental groups are needed to get over these limitations. Because restricting the study to 57 participants, is restraining the validity and the generalization of the results obtained in our study to all third year middle school pupils .

Therefore, on the one hand, enlarging the study to other school settings in this study would have brought more generality (generalization), more reliability and further authenticity to our topic under investigation,.

On the other hand, using more research tests, like interviews, and classroom observations instead of a pre-and post-questionnaire for data collection, would have undoubtedly allowed more accurate work results and better understanding of the topic. The sample population responses: perceptions, views, and opinions in this survey may undermine objectivity and impartiality due to the younger age of the respondents and the inflexibility of the closed questionnaire.

IV.2.Suggestions for Further Research

A great deal of pedagogical work is still needed to be carried out in the field of song use in pedagogy. Practically, it is determining to introduce adequate ICTs for wider optimal use of songs in the EFL. The few firsthand knowledge available about the value of using songs in EFL classroom is rather based upon teacher's experience and long term teaching processes, actually occurs, in a language classroom, as valuable for motivating learners (K. Schoepp ,2001).)

Thus, more investigation is necessary on the teachers' motives and the reasons they advocate about the worthiness of using songs in English language learning.

Songs are an important source of knowledge, and a precious means to develop learners' skills: listening, speaking, reading and writing .They are also strategies to teach learners different language patterns, such as sentence structure, vocabulary, pronunciation, rhythm, adjectives, adverbs, etc , thus, researches in these perspectives may contribute in studying the important role of songs in EFL classes.

Conclusion

In nutshell, chapter two in our research highlights the methodological framework of our investigation, which provides the results of the field study, their analysis and their interpretation. The results are generated by the pre and post test and a pre and post questionnaire. The findings reveal that songs are an efficient and valuable tool in the pedagogy of English teaching and

learning that may psychologically cheer up the learners and boost their motivation to learn. The current chapter ends with some suggestions for future research.



General Conclusion

General Conclusion

Motivation plays a major role in successful language learning. However, one objective behind the series of reforms undertaken by the Algerian Ministry of National Education, which started in 2013 on the basis of the (Référentiel général des programmes algérien, 2009, p.27) on the Algerian curricula was to enhance pupils' quality learning , pupils' motivation , and interests in learning in general, and the English language in particular.

The aim behind the different school reshuffles is to achieve successful records among the pupils and attain the set goals study interest is the main goal. In an examination-based instruction, the text book remains the unique source of English language learning .This limited exposure to natural foreign language use in EFL classroom not only decreases students' motivation, but also stifles learners' creativity. Motivation contributes significantly, as a fundamental factor in successful English learning. Making of the English learning process a more goading experience, will increase learners' motivation.

All in all, the aim of our present research is to investigate learning motivation among middle school pupils in learning English language and the impact of using songs in this teaching/learning context.

The results obtained from the current research work brought answers to the research questions that guided our investigation:

- ❖ Can songs generate more motivation among middle school pupils?

The results obtained through the research instruments, suggest that the participants to our experimentation unanimously agreed that songs represent good opportunities to productively learn English. When the lessons are presented in a more motivating way, the learners are eager to participate thanks to songs' power in inciting and building learners'

confidence. Their power as a memory aid helps to acquire fluency in the use of language: vocabulary, grammar, Songs develop quality listening comprehension, and better classroom management for the teacher, as well, because, according to our experience, songs provide a peaceful and relaxed learning setting to the pupils.

Furthermore, the participants and their while-on task behavior has demonstrated a noticeable increasing interest in the lessons. The learners in our study , were more attentive, more active, and more enthusiastic to participate and learn.

❖ How can songs contribute to improve learning in EFL classes?

Our second question is an attempt to explain the probable ways to make songs improve EFL language learning. We can state that songs are adequate material to practice listening comprehension.

Our experimentation findings are in the line of what the following researchers assumed about song contribution to learning a language. First, in listening sessions, the learner is concerned with what the song conveys (Byrn, 1991). Secondly, Combining songs with other learning tasks helps the learner refine and improve his sub-skills. Thirdly, Songs have many benefits in the EFL classroom, too, they can be adapted and exploited in many learning contexts and situations (Gasser and Waldman (1979), Celce-Murcia and Hilles (1988). Finally, and as Hubbard et al(1983) stated , songs may increase motivation to learn the language. The learner when has been able to learn a song, especially the weaker learner, feels a real sense of achievement and self-accomplishment, and this is an argument for using songs in the language classroom. For many other researchers, songs can be used as presentation contexts, a reinforcement material, and as a medium through which a variety of important cultural themes about modern life can be introduced.

❖ Is there a significant increase in outcomes when using songs in EFL classrooms?

This last question in our research is about the significant increase in outcomes when using songs in EFL classrooms. Taking into account the results generated by the pre and post-tests, songs involvement along with English classes, has evidenced the effectiveness of integrating pop songs in the third year pupils' classes.

Besides, the post-questionnaire participants' responses indicate a positive change that songs have operated in the participants' perceptions and attitudes towards learning English. Even those reticent participants who had negative pre-existing opinions about songs, their use in EFL classes, and their value as pedagogical tools, have changed positively their views towards songs after their implementation. Extensively, the participants attribute good merits to songs in the improvement of the quality of their learning, and exclusively, their increasing desire and disposition to learn the English language.

To sum up, we can claim that results of this study confirm our hypothesis which states that: Teaching English as a foreign language through song-based activities will increase learners' interest to engage in EFL classes and bring more motivating effects among EFL learners.

Additionally, our present study is in line with a number of studies conducted on the same issue i.e song use as a pedagogical means to raise motivation among EFL learners. To cite some of them:

- “Promoting student motivation in EFL classroom: Through Extended Music Education” by BoukhatemNaderaa from the university of Tlemcen, in 2015.
- “The Effect of English Popular Songs on Learning Motivation and Learning Performance ” by Yi-Chun Chen1 • Pi-Ching Chen (2009), university of Chang Jung Christian, Taiwan.
- “Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms” by DalerBokiev, UmedBokiev, Dalia Aralas, Liliati Ismail, Moomala Othman (2015), Faculty of Educational Studies, University of Putra Malaysia.

- The effectiveness of using songs incorporated with other activities to increase students' motivation and confidence to speak English in an EFL environment, by Lam Nga Kit Rachel.
- Using Songs to Encourage Sixth Graders to Develop English Speaking Skills (2012) , by Duarte Romero, Mónica Duarte; Tinjacá Bernal, Luz Mery; Carrero Olivares, Marilú.



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Appendices

Appendices

Appendix 01: Pre-questionnaire

Dear students,

I am Mrs. Tamazouzt Bouzidi and I am carrying out a research work on “Motivating EFL Language Learners using songs. This questionnaire relies on your contribution to gather information which we would use in our practical part of the study. It is voluntary, anonymous and confidential.

Thank you for sparing a moment and fill in the questionnaire

Section one: Students’ Profile

1- *How old are you?*

I am

2 – *Your gender:*

- *Male*
- *Female*

Section two: Motivation in EFL Classes

3 - *Do you like your Classes in English?*

Yes

No

4- *Justify your answer.*

5- *To which extent do you enjoy your English classes?*

- *I enjoy*
- *I enjoy my English classes very well*
- *I do not*
- *I do not mind my English classes*

6 -Do you face difficulties in your English classes?
Yes No

If yes, what type of difficulties?

- Grammar
- Spelling
- Pronunciation
- Lexis and vocabulary
- Speaking and communicating

7 –Which one(s) of the followings help you to get over the difficulties:

- A Dictionary
- Photos and illustrations
- Listening to scripts
- Listening to songs
- Watching English films

8- What does encourage you to learn?

- The teacher?
- The Subject content?
- Learning Strategies and methods?

Section three: Songs and EFL learners

9- Do you like English songs, and to which extent?

- I love English songs
- I like English songs very well
- I don't like English songs
- I don't mind music

10-How many times do you practice songs ?

- Each lesson
- One time every two lessons
- Once each sequence
- Once each month
- Never

11– In which skills do you specially use songs?

- In Listening
- In Speaking
- In Reading
- In Writing
- All of the above

12- Do you listen to songs when processing tasks ?

- Yes
- No

13- Which kind of English songs do you listen to?

- Soft
- Classical
- Blues
- Jazz
- Country
- Pop
- Other kinds

14- What kind of songs does the teacher select for the lessons?

- Any kind
- Specific songs
- Thematic songs
- Pedagogical songs
- Famous and popular songs
- Hits

15-Do songs help you progress in your English learning?

- Yes, they are useful
- No, they are useless

16- What are the contributions of songs to your English learning?

- They are source of vocabulary
- Facilitate Grammar practice
- Improve the speaking skill
- The whole of the above

17- How do you progress in your practice of English with song use?

- Quickly
- Slowly
- Normally

18- How do you feel when learning English through songs?

- Active
- Inspired
- Relaxed
- Attentive
- Emotionally engaged

- *Concentrated*
- *Productive*
- *Less confident*
- *More confident*

19- Tick the sentence that best describes you own experience of learning with songs. Tick only one single statement.

- *I always understand my English lessons with a song with lyrics*
- *I sometimes understand my English lessons with a song with lyrics*
- *I rarely do*
- *I don't understand a single word*

20- Do you think that songs may improve pupils motivation to learn better English?

- *Yes*
- *No*
- *I do not know*

21- To evaluate your experience about learning with songs, select from the following:

- *Good*
- *Very good*
- *Excellent*

Thank you for taking the time to fill in this questionnaire.

Appendix 02: Post-questionnaire

Dear students,

I am Mrs. Tamazouzt Bouzidi and I am carrying out a research work on “Motivating EFL Language Learners using songs. This questionnaire relies on your contribution to gather information which we would use in our practical part of the study. It is voluntary, anonymous and confidential.

Thank you for sparing a moment and fill in the questionnaire

Section one: Students’ Profile

N.B: Questions 1-2-6and 7 are removed from the post-questionnaire for uselessness

1- How old are you?

I am

2 – Your gender:

- *Male*
- *Female*

Section two: Motivation in EFL Classes

3 - Do you like your Classes in English?

- *Yes*
- *No*

4- Justify your answer.

5- To which extent do you enjoy your English classes?

- *I enjoy*
- *I enjoy my English classes very well*
- *I do not*
- *I do not mind my English classes*

6 -Do you face difficulties in your English classes?

Yes

No

If yes, what type of difficulties?

- *Grammar*
- *Spelling*
- *Pronunciation*
- *Lexis and vocabulary*

- *Speaking and communicating*

7 – Which one(s) of the followings help you to get over the difficulties:

- *A Dictionary*
- *Photos and illustrations*
- *Listening to scripts*
- *Listening to songs*
- *Watching English films*

8 - What does encourage you to learn?

- *The teacher?*
- *The Subject content?*
- *Learning Strategies and methods?*

Section three: Songs EFL learners

9- Do you like English songs, and to which extent?

- *I love English songs*
- *I like English songs very well*
- *I don't like English songs*
- *I don't mind music*

10– In which skills do you specially use songs?

- *In Listening*
- *In Speaking*
- *In Reading*
- *In Writing*
- *All of the above*

11- Retrieved for irrelevance

12- Which kind of English songs do you listen to?

- *Soft*
- *Classical*
- *Blues*
- *Jazz*
- *Country*
- *Pop*
- *Other kinds*

13- What kind of songs does the teacher select for the lessons?

- Any kind
- Specific songs
- Thematic songs
- Pedagogical songs
- Famous and popular songs
- Hits

14- Do songs help you progress in your English learning?

- Yes, they are useful
- No, they are useless

15- What are the contributions of songs to your English learning?

- They are source of vocabulary
- Facilitate Grammar practice
- Improve the speaking skill
- The whole of the above

16- How do you progress in your practice of English with song use?

- Quickly
- Slowly
- Normally

17- How do you feel when learning English through songs?

- Active Inspired
- Inspired
- Relaxed
- Attentive
- Emotionally engaged
- Concentrated
- Productive
- Productive
- Less confident
- More confident

18- Tick the sentence that best describes your own experience of learning with songs. Tick only one single statement.

- I always understand my English lessons with a song with lyrics
- I sometimes understand my English lessons with a song with lyrics
- I rarely do
- I don't understand a single word

19- Do you think that songs may improve pupils Motivation to learn better English?

- *Definitely yes*
- *Yes*
- *I do not know*
- *No*
- *Definitely not*

▪ *Your*
opinion

20- To evaluate your experience about learning with songs, select from the following:

- *Good*
- *Very good*
- *Excellent*

Thank you for taking the time to fill in this questionnaire.

Appendix 03: Results of the Pre and Post tests

The following table represents the results of the pre and post-test, before and after taking the experimentation.

	Control Group		Experimental Group	
Pupils	Test 1	Test 2	Test 1	Test 2
01	12	13	8	14
02	13	16	17	18
03	12	15	14.5	16
04	12	17	13	17
05	20	20	17	19
06	10	13	17	20
07	15	18	20	20
08	19	20	7	13
09	14	16	7	11.5
10	19	20	9	12
11	18	19	16	18
12	13.5	16	12	15
13	19	20	12	16
14	12	16	11	16
15	19	20	18	20
16	17	18	10	16
17	12	17	13	17
18	12	16.5	11	14
19	12	15	10	13.5
20	11.5	14.5	14	18
Final mark	13.25	15.75	12.87	17.05
Group Mark	14.5		14.96	

Table 40: Pre and Post - tests results

Song lyrics

As the snow flies

On a cold and gray Chicago mornin'

A poor little baby child is born

In the ghetto (in the ghetto)

And his mama cries

'Cause if there's one thing that she don't need

It's another hungry mouth to feed

In the ghetto (in the ghetto)

People, don't you understand

The child needs a helping hand

Or he'll grow to be an angry young man some day?

Take a look at you and me

Are we too blind to see

Do we simply turn our heads, and look the other way?

Well, the world turns

And a hungry little boy with a runny nose

Plays in the street as the cold wind blows

In the ghetto (in the ghetto)

And his hunger burns

So he starts to roam the streets at night

And he learns how to steal, and he learns how to fight

In the ghetto (in the ghetto)



Then one night in desperation

A young man breaks away

He buys a gun, steals a car

Tries to run, but he don't get far

And his mama cries

As a crowd gathers 'round an angry young man

Face down on the street with a gun in his hand

In the ghetto (in the ghetto)

And as her young man dies

On a cold and gray Chicago mornin'

Another little baby child is born

In the ghetto (in the ghetto)

And his mama cries (in the ghetto)

(In the ghetto)

(Aah-aah)

Liricists: Mac Davis

Appendix six: Song n°.2

Activity: Listening and Reading Comprehension

Support: A fairy tale song



Princess Sofia
(Walt Disney, 2016)



1- Listening activities

1- The character within the following song confesses that she is not ready to be a princess despite all the new stuff and new family that surrounds her. Listen to the first extract, and fill in the blanks:

Everything..... crazy big
And I' m..... unsteady
Mom says I'll be just
But I don't think I'm
.... school, new friends, new family
And a ball they want me to dance
I'm just a girl from a small , town
In this world I stand a chance

II- Reading activities

3- listen again to the song, and answer the following questions:

4- Turn your answers into a short paragraph

- Who is the main character?
- What is his/her name?
- What is his/ her social position?
- Where is he/she?
- How does he/ she feel?
- Why does he/she feel that way?

5- Go to the script, take out words and drop them into the following table:

/ei/	/əu/	/u:/
.....

Song Two Princess Sofia



Lyrics

Everything crazy big
 And I'm feeling unsteady
 Mom says I'll be just fine
 But I don't think I'm ready
 New school, new friends, new family
 And a ball where they want me to dance
 I'm just a little girl from a small, small town
 In this world I don't stand a chance
 I'm not ready to be a princess
 I don't have what it takes
 I'm too short for gowns
 I look bad in crowns
 And I'm gonna make a bajillion mistakes
 I'm too average to be a princess
 I respectfully refuse
 I don't know the rules
 I don't want the jewels
 And these feet were made for comfortable shoes

Shelves bursting with trinkets
 That I'm afraid to touch
 Fancy toys and ginormous pillows
 It's all much too much Too much
 I'm not ready to be a princess
 One look and that seems clear
 Cancel my debut
 Keep your royal crew
 And if I ever find Mom's room
 I'm outta here
 Sofia, not a noble name
 Sofia, even my wave is lame
 I'm not ready
 To be a princess...

Appendix seven: Song n°.3

Activity: *Listening and Reading Comprehension*



Hey Jude, 1968

(Paul McCartney- Abba group)

I. Listening activities

a) **Before you listen to the song, complete the blanks with to or ... :**

Hey Jude, ... make it bad

Take a sad song and make it better

Remember let her into your heart

Then you can start ... make it better

Hey Jude, don't be afraid

You were made to go out and get her

The minute you let her under your skin

Then you begin ... make it better

And anytime you feel the pain , hey Jude, refrain

Don't carry the world upon your shoulders

For well you know that it's a fool who plays it cool

By making his world a little





II- Reading activities

1- What do the following statements mean?

- Take a sad song and make it better.
- hey Jude refrain
- plays it cool
- don't let me down

1- Change from positive to negative the following:

- Don't disappoint me!
- Stop!
- Not showing what you really feel.

2- Listen to the song again and fill the gaps with the words from the Word Box

below:

Word Box

Know – his –better –someone - your-minute -

Feel- fool- shoulder –be –let -(2x) -go out - colder



Hey Jude

Hey Jude, don't make it bad

Take a sad song and make it better

Remember to let her into your heart

Then you can start to make it better

Hey Jude, don't afraid

You were made to her

The you let her under your skin

Then you begin to make it

And anytime you the pain, hey Jude ,

Don't carry the world upon your

For well you know that it's a who plays it cool

By making world a little colder

Nah nah nah nah nah nah nah nah nah

Hey Jude, don't me down

You have found her, now go and get her

Remember to let her into heart

Then you can start to make it better

So let it out and let it in, hey Jude, begin

You're waiting for to perform with

And don't you know that it's just you, hey Jude, you'll do

The movement you need is on your shoulder

Nah nah nah nah nah nah nah nah yeah



Song lyric

Hey Jude !

The Beatles

Hey Jude, don't make it bad

Take a sad song and make it better

Remember to let her into your heart

Then you can start to make it better

Hey Jude, don't be afraid

You were made to go out and get her

The minute you let her under your skin

Then you begin to make it better

And anytime you feel the pain, hey Jude, refrain

Don't carry the world upon your shoulders

For well you know that it's a fool who plays it cool

By making his world a little colder

Nah nah nah nah nah nah nah nah nah

Hey Jude, don't let me down

You have found her, now go and get her

Remember to let her into your heart

Then you can start to make it better



So let it out and let it in, hey Jude, begin
You're waiting for someone to perform with
And don't you know that it's just you, hey Jude, you'll do
The movement you need is on your shoulder
Nah nah nah nah nah nah nah nah yeah

Hey Jude, don't make it bad
Take a sad song and make it better
Remember to let her under your skin
Then you'll begin to make it
Better better better better better better, oh



Appendix eight: Song n°.4

Activity: Listening and Reading Comprehension

Support: Folklore Song 4



I Have a Dream, 1979

(ABBA Group)

I. Pre-listening activities

1- Find a suitable title for the poem

.....

2- When was it written? Who sung it?

.....

3- Is the singers' dream real ?

4- Pick out words and be ready to justify

➤ Category blues jazz Folklore protest song

➤ Tune/ melody light sad melancholy sweet swinging cheerful

5- What do these words refer to: believe – angels – dream – fantasy

6- What is synonymous to these words: wonder - destination – stream – cope with

7- Listen again , pay attention to the lyrics and find out the missing words :

I have a....., a song to

To me cope anything

.... you see the wonder of a fairy

You can the future even if you

I in angels

..... good in everything I see

I believe angels

When I know time is right for.....

I'll the stream, I a dream

I have a dream, a

To help me reality

And my destination it worth the

..... through the still another

I believe in angels

Something good in I see

I believe in angels

When I know the time is for me

I'll cross the stream, I have a dream

I'll cross the , I have a dream



8- Fill in the gaps with anything – something or everything

- 1- I've got in my eye.
- 2- There is at the door.
- 3- We haven't heard about Peter. Is he ill?
- 4- seen my bag?
- 5- , My teacher asked me .

6- Can I have to drink?

7- Don't worry. can tell you where the post-office in this town is.



II. Reading activity

Task: Consider you are the singers, imagine, and write a paragraph to convey the situation.

.....

.....

.....

.....

.....

.....

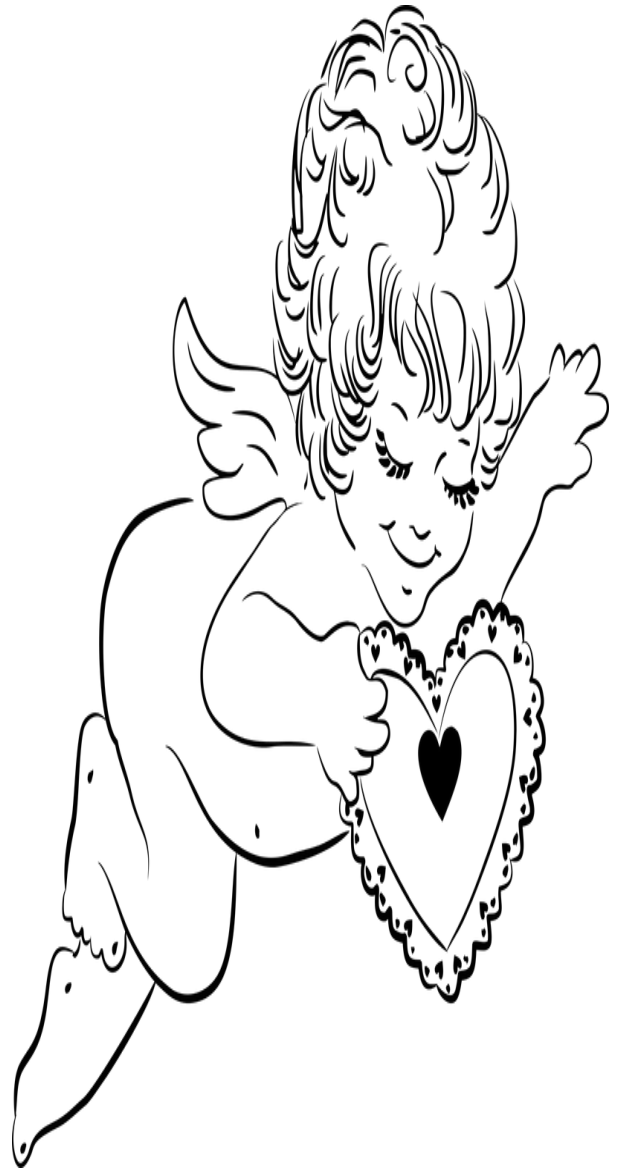


Song lyric

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream, I have a dream

I have a dream, a fantasy
To help me through reality
And my destination makes it worth the while
Pushing through the darkness still another mile
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream, I have a dream
I'll cross the stream, I have a dream

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream, I have a dream
I'll cross the stream, I have a dream



Liricists: : Benny Goran Bror Andersson / Bjoern K. Ulvaeus
1979)

I have a dream (Abba,

© Universal Music Publishing Group



Appendix nine: Song n°.5

Activity: Listening and Reading Comprehension



When we were young, 2016

(Passenger)

1- Listening activities

- a) As you are listening to the following song, complete the blanks with the missing words.

We never say never
Used to think we live
..... free beneath the sun
Days go and hiding
The weeks are going and sliding
Years leave quicker every time they

..... when we young

..... to the best of days
Collecting all
As they up one by one

Oh we beg and we borrow
Say we it
But tomorrow never to come

We used to never say never
Used to think we live forever
Flying free beneath the sun
Days go running and hiding
The weeks are going slippy and Years leave quicker every time they come



b) Match the following two lists:

- | | |
|---------------------|--------------|
| Used to | slowly |
| Live forever | refuse to do |
| Days go running | were |
| Will do it tomorrow | die |



2- Post-listening

a) answer these few questions:

- Who is the singer speaking about?
- What is he speaking about?
- What is about childhood?

Select from the following:

- | | |
|---------|-------------|
| Happy | Eternal |
| Dreamy | Accessible |
| Foolish | Ambitious |
| Sad | Adventurous |
| Free | Curious |

What is the singer regretting?

.....

d) Listen again to the song. Try to remember your boyhood best souvenirs, and write a composition of about eight (8) lines. Use "Used to" or "Past simple"

Start like this:

Today, I am 14 years old, but I still remember when I was younger, and I keep fond memories of those days.

I used to

.....
.....
.....
.....
.....
.....
.....

.....
.....



Song lyric

-
- We used to never say never
Used to think we live forever
Flying free beneath the sun
Days go running and hiding
The weeks are going slippy and sliding
Years leave quicker every time they come

Remember when we were young

Look back to the best of days
Collecting all yesterdays
As they built up one by one

Oh how we beg and we borrow
Say we do it tomorrow
But tomorrow never seems to come

We used to never say never
Used to think we live forever
Flying free beneath the sun
Days go running and hiding
The weeks are going slippy and sliding
Years leave quicker every time they come

Remember when we were young

And we were boys on the beach
Everything was in reach
I know it's hard to remember
And all had the years they vanish
I always wanted to learn Spanish
And travel round South-America

We used to never say never
Used to think we live forever
Flying free beneath the sun
Days go running and hiding
The weeks are going slippy and sliding
Years leave quicker every time they come

Do you remember when we were young?

We used to never say never
Used to think we live forever
Flying free beneath the sun
Days go running and hiding
The weeks are going slippy and sliding yeah



Years leave quicker every time they come

Do you remember when we were young?

Do you remember when we were young?

Do you remember when we were young?

Do you remember when we were young?

- **Liricist: michael david rosenberg**
Publisher: Kobalt Music Publishing Ltd.,



Enjoy

Résumé

Le mémoire actuel est une tentative d'examiner l'impact de l'intégration de la chanson dans l'enseignement de l'anglais comme langue étrangère dans une perspective pédagogique. En d'autres termes, ce travail tente de démontrer l'efficacité de l'enseignement et de l'apprentissage de l'anglais avec des chansons, et les effets motivants de l'approche de la chanson sur les élèves de classes moyennes. La recherche a été conduite par une méthode quasi-expérimentale en plus, un pré-questionnaire est utilisé comme instrument de recherche pour recueillir les données nécessaires pour répondre à nos questions de recherche et tester notre hypothèse. La population de l'étude est représentée par des élèves de 3ème année du 1 novembre 54, une école moyenne dans la région d'Ouzellaguen, Bejaia. En ce qui concerne l'échantillon, deux groupes sont choisis au hasard et affectés à un groupe expérimental et à un groupe témoin. Pour le premier groupe, les chansons sont intégrées aux classes d'anglais tandis que, pour le groupe de contrôle elles ne le sont pas. Les résultats finaux de l'étude révèlent l'importance d'inclure la chanson dans la pédagogie de l'enseignement de l'anglais comme langue étrangère ; une stratégie de motivation. Les réponses fournies par les participants au post-questionnaire confirment notre hypothèse puisque, les participants font preuve d'intérêt et d'enthousiasme pour apprendre l'anglais par la chanson. En outre, les résultats obtenus pendant le post-teste, démontrent l'efficacité de l'utilisation de la chanson dans les classes ALE.

Mots clés : Élèves du collège, chansons, motivation, apprentissage de l'anglais comme langue étrangère.

ملخص :

الرسالة الحالية محاولة لدراسة أثر دمج الأغاني في تدريس اللغة الإنجليزية كلغة أجنبية من منظور تربوي. وبعبارة أخرى، يحاول هذا العمل إظهار فعالية تدريس وتعلم اللغة الإنجليزية بالأغاني، والآثار التحفيزية للمنهج القائم على الأغاني لتلاميذ التعليم المتوسط و يتم بطريقة شبه تجريبية، بالإضافة إلى استخدام الاستبيان السابق واللاحق كأداة بحثية لجمع البيانات اللازمة للإجابة على الأسئلة البحثية واختبار افتراضنا. سكان الدراسة هم تلاميذ من متوسطة 1 نوفمبر 54 من دائرة افري اوزلاقن بجاية. فيما يتعلق بالعينة، تم اختيار مجموعتين عشوائيا وتعيينهما في مجموعة تجريبية ومجموعة مراقبة. بالنسبة للمجموعة الأولى، تستخدم الأغاني في الفصول الدراسية بينما لا تستخدمها المجموعة المسيطرة. تكشف النتائج النهائية للدراسة عن أهمية دمج الأغاني في صفوف تلامذة اللغة الأجنبية رقم 2 كإستراتيجية تحفيزية. إن الإجابات التي قدمها المشاركون في الاستبيان تؤكد افتراضنا لأن المشاركين يظهرون الحماس لتعلم اللغة الإنجليزية من خلال الأغاني. وبالإضافة إلى ذلك، فإن النتائج التي تم الحصول عليها خلال الاختبار اللاحق تدل على فعالية استخدام الأغاني في صفوف اللغة الانجليزية.

المصطلحات الرئيسية : تلاميذ المدارس المتوسطة، الأغاني، الحوافز، و تعلم اللغة الإنجليزية كلغة أجنبية.